

1-1-2008

The Great Divide: Exploring the Attitudes of Sociology and Economics Faculty Toward Certain Aspects of Economic Globalization

Kevin Trepus

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THE GREAT DIVIDE:
EXPLORING THE ATTITUDES OF SOCIOLOGY AND ECONOMICS FACULTY
TOWARD CERTAIN ASPECTS OF ECONOMIC GLOBALIZATION

by
Kevin Trepus

Thesis

Submitted to the Department of Sociology, Anthropology, and Criminology

Eastern Michigan University

in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

in

Sociology

Thesis Committee:

Denise Reiling, PhD, Chair

Robert Orrange, PhD

November 10, 2008

Ypsilanti, Michigan

Dedication

For my mother, father, and grandparents who have been a living model of optimism, critical thought, hard work, and compassion. I find inspiration in your example.

Acknowledgements

I am very grateful to Dr. Denise Reiling and Dr. Robert Orrange for the numerous hours they have spent helping me refine this thesis.

Abstract

The socioeconomic ramifications analysts attribute to modern economic globalization are highly varied and represent a subject of great controversy. With regard to the nature of this controversy, many analysts allege a divide exists between sociologists' and economists' perspectives. Using survey methodology, I explored this alleged disciplinary divide on a small scale by investigating the attitudes of sociology and economics faculty about the socioeconomic consequences of certain aspects of economic globalization – capital control reduction within international financial markets, the proliferation of transnational corporations, the implementation of NAFTA, and the functioning of international trade and financial institutions. My survey data revealed significant differences exist between the attitudes of sociology faculty and economics faculty in the sample toward the aforementioned aspects of economic globalization.

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Chapter 1: Overview

Introduction

Within sociology, anthropology, political science, and economics, the amount of attention given to analyzing the phenomenon of globalization has increased dramatically over the past quarter century (Li, 2001; Kellner, 2002; Moore, 2003). This assertion is reflected by the rapidly growing frequency with which globalization is the subject of academic literature, the increased number of courses and academic concentrations offered that address this phenomenon, and the regularity with which academics list globalization among their research interests (Li, 2001; Kellner, 2002; Moore, 2003). The increased attention academics have given to globalization represents more than an academic fad; it reflects a significant shift toward a socio-cultural, political, and economic reality that is more globally integrated than was the case during the mid-twentieth century, and, as such, globalization merits systematic research (Cavanagh & Mander, 2004; Guillen, 2001; Soros, 2001).

Globalization is a complex phenomenon that encompasses substantive change in a wide range of socio-cultural, economic, political, and technological arenas (Giddens, 2003; Guillen, 2001; Kellner, 2002). Considering its complexity, it is important to properly define the aspects of globalization that are being addressed before analyzing any topics that fall within its diverse scope (Guillen, 2001; Kellner, 2002). My research concerns the perceived socio-economic effects of modern *economic* globalization as George Soros (2002) defines it: “the development of global financial markets, the development of transnational corporations, and their increasing domination over national

economies” (p. 1). It also explores the perceived socio-economic ramifications of the North American Free Trade Agreement (NAFTA) and perspectives toward the functioning of the World Bank, International Monetary Fund (IMF), and World Trade Organization (WTO) in influencing global social and economic “development.”

Purpose and Significance of the Study

The purpose of my research is to gain insight about the attitudes of sociology and economics faculty in a particular geo-academic context (four universities in southern Michigan) toward several aspects of modern economic globalization. More specifically, using survey methodology I analyze the viewpoints of sociology and economics faculty toward the reduction of capital controls (or regulations placed on the international movement of financial assets); the socio-economic effects of the expansion of transnational firms; the socio-economic and environmental consequences of the North American Free Trade Agreement (NAFTA); and the functioning of the World Bank, International Monetary Fund (IMF), and World Trade Organization (WTO) in shaping global “development.” Though my data findings should not be considered representative of the attitudes of sociology and economics faculty in regions beyond the area from which I drew my research sample, they may indicate the likelihood more general attitudinal patterns exist that should be investigated.

Understanding the attitudes of sociology and economics faculty toward economic globalization is significant for several reasons. First, gaining insight about the perspectives of most any demographic toward modern economic globalization is important due to the profound and wide-reaching consequences this phenomenon

engenders (Beneria, 2003; Cavanagh & Mander, 2004; Moore, 2003; Stiglitz, 2003). As stated by Rodrik (1997), economic globalization represents “the international integration of markets for goods, services and capital [which] is pressuring societies to alter their traditional practices” (p. 1). In line with Rodrik’s sentiment that economic globalization is “pressuring societies to alter their traditional practices,” analysts from a wide-variety of ideological viewpoints stress that the phenomenon is a substantial source of tensions, challenges, and opportunities that affect the lives of individuals worldwide (Beneria, 2003; Bhagwati, 2002; Cavanagh & Mander, 2004; Kellner, 2002; Moore, 2003; Rodrik, 1997; Stiglitz, 2003).

In addition, gaining an understanding of the attitudes of sociology and economics faculty, in particular, toward economic globalization is highly significant because this population plays an important role in shaping the debate and policies surrounding economic globalization (Beneria, 2003; Bhagwati, 2002; Kingdon, 2003; Rodrik, 1997). Due to their professional credentials, extensive knowledge base, and research background, sociology and economics faculty have influence in the political realm as socio-political and economic advisers and analysts, in the educational realm as they frame the analysis of economic globalization in their classrooms, and in the realm of academic and public discourse as they author influential publications about this phenomenon (Beneria, 2003; Bhagwati, 2002; Kingdon, 2003; Rodrik, 1997). Among the more well-known examples of those who occupy the influential faculty/policy-analyst/author position are Dr. Lourdes Beneria (professor of Sociology and Women’s Studies at Cornell University, renowned author, and member of the Research Advisory Council at the Economic Policy Institute in Washington, D.C.), Dr. Dani Rodrik

(professor of International Political Economy at Harvard University, and Research Fellow at The Centre for Economic Policy Research), and Jagdish Bhagwati (Professor of Economics at Columbia University and External Economic Adviser to the Director-General of the WTO).

Devoting analytical attention to the perspectives of sociology and economics faculty is also important considering that a divide is said to exist between the perspectives of these two groups toward the ramifications of modern economic globalization (Davern & Eitzen, 1995; Kalleberg, 1995; Kingdon, 2003). Though sociologists' and economists' perspectives are highly nuanced, complex, and varied, many scholars allege (either implicitly or explicitly) that a general pattern exists in which analysts who are highly oriented toward a socio-cultural investigation of economic globalization tend to view the socio-economic ramifications of its primary characteristics (i.e. the growth of global financial markets, the proliferation of transnational corporations, the implementation of free-trade agreements, and the functioning of World Bank, IMF, and WTO) in a more negative light than analysts who are oriented toward a more heavily economic investigation of this phenomenon (Beneria, 2003; Bhagwati, 2002; Cavanagh & Mander, 2004; Rodrik, 1997; Stiglitz, 2003). Not surprisingly, this alleged divide frequently (but with many exceptions) corresponds with the boundaries of academic disciplines; sociologists and anthropologists are more likely to be categorized with the former group, while economists are more often associated with the latter group (Beneria, 2003; Bhagwati, 2002; Rodrik, 1997; Stiglitz, 2003). Exploring the attitudes of sociology and economics faculty should shed light on the likelihood that a widespread disciplinary divide exists. If such a divide does exist, research that systematically highlights the

dominant perspectives of each group may be especially important as it would better enable members of each group (sociology faculty, and economics faculty, that is) to grapple with the potential merits of perspectives from across the divide, further refine their perspectives, and ultimately provide more enlightened analyses and policy recommendations (Bhagwati, 2002; Davern & Eitzen, 1995; Kalleberg, 1995).

Variables, Research Questions, and Hypotheses

Independent variables: Faculty responses to the first thirteen items on my survey (a copy of which is Appendix D) were elicited with the hope of forming ten independent variables as follows:

- (1) Age group – whether a participant is under 50 years of age or 50 years old and over.
- (2) Gender – whether a respondent is male or female.
- (3) Citizenship – whether a participant’s country of citizenship is the U.S.A. or other (this was not used in the data analysis due to insufficient sample size).
- (4) Faculty rank – whether a participant is an Assistant/Associate professor or a Full professor.
- (5) Faculty orientation – whether a respondent is sociology faculty or economics faculty.
- (6) Academic setting – whether a participant is employed at Eastern Michigan University, the University of Michigan (Ann Arbor), Michigan State University, or Wayne State University (this was not used in the data analysis due to insufficient sample size).
- (7) Educational background – whether a respondent’s education background is heavily oriented toward sociology and closely related disciplines (coded as 1’s), economics

and closely related disciplines (coded as 3's), or a "mixture" of social sciences (coded as 2's).

- (8) Race or ethnicity – whether a respondent's race or ethnicity is "White, not of Hispanic descent" or *other than* "White, not of Hispanic descent."
- (9) Political Party Orientation – whether a participant most closely identifies with a left-leaning U.S. political party (coded as 1's), a right-leaning U.S. political party (coded as 2's), or neither (this was not used in the data analysis due to insufficient sample size).
- (10) Religion – whether a participant is a theist or an atheist/agnostic.

Dependent variables: Faculty responses to the final seventeen items in my survey (a copy of which is Appendix D) were used to create separate dependent variables as follows:

- (1) Respondents' opinion of the *extent* to which capital controls in "developing" nations were removed in recent decades was measured on a scale from 5 ("Too small") to 1 ("Too large").
- (2) Respondents' opinion of the *pace* at which capital controls in "developing" nations were removed in recent decades was measured on a scale from 5 ("Too slow") to 1 ("Too fast").
- (3) Respondents' reaction to the statement that the expansion of transnational firms has had a more beneficial than detrimental socio-economic effect within "highly developed" countries was measured on a scale from 5 ("Strongly Agree") to 1 ("Strongly Disagree").

- (4) Respondents' reaction to the statement that the expansion of transnational firms has had a more beneficial than detrimental socio-economic effect within "developing" countries was measured on a scale from 5 ("Strongly Agree") to 1 ("Strongly Disagree").
- (5) Respondents' opinion of the overall socio-economic effect of NAFTA on inhabitants of the United States (and their dependents) with education levels in the lower third of all those living in the country was measured on a scale from 5 ("Highly Beneficial") to 1 ("Highly Detrimental").
- (6) Respondents' opinion of the overall socio-economic effect of NAFTA on inhabitants of the United States (and their dependents) with education levels in the middle third of all those living in the country was measured on a scale from 5 ("Highly Beneficial") to 1 ("Highly Detrimental").
- (7) Respondents' opinion of the overall socio-economic effect of NAFTA on inhabitants of the United States (and their dependents) with education levels in the upper third of all those living in the country was measured on a scale from 5 ("Highly Beneficial") to 1 ("Highly Detrimental").
- (8) Respondents' opinion of the overall socio-economic effect of NAFTA on inhabitants of Mexico (and their dependents) with education levels in the lower third of all those living in the country was measured on a scale from 5 ("Highly Beneficial") to 1 ("Highly Detrimental").
- (9) Respondents' opinion of the overall socio-economic effect of NAFTA on inhabitants of Mexico (and their dependents) with education levels in the middle third of all those

living in the country was measured on a scale from 5 (“Highly Beneficial”) to 1 (“Highly Detrimental”).

(10) Respondents’ opinion of the overall socio-economic effect of NAFTA on inhabitants of Mexico (and their dependents) with education levels in the upper third of all those living in the country was measured on a scale from 5 (“Highly Beneficial”) to 1 (“Highly Detrimental”).

(11) Respondents’ reaction to the statement that NAFTA includes adequate environmental protection provisions was measured on a scale from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”).

(12) Respondents’ reaction to the statement that NAFTA’s environmental protection measures have been adequately enforced was measured on a scale from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”).

(13) Respondents’ reaction to the statement that NAFTA includes adequate labor rights’ protections was measured on a scale from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”).

(14) Respondents’ reaction to the statement that NAFTA’s labor protection measures have been adequately enforced was measured on a scale from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”).

(15) Respondents’ reaction to the statement that the World Bank has been a primarily beneficial force in aiding the socio-economic development of “developing countries” was measured on a scale from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”).

(16) Respondents' reaction to the statement that the IMF has been a primarily beneficial force in aiding the socio-economic development of "developing" countries was measured on a scale from 5 ("Strongly Agree") to 1 ("Strongly Disagree").

(17) Respondents' reaction to the statement that the WTO generally does a good job balancing the economic interests of less privileged groups and countries with those of more privileged groups and countries was measured on a scale from 5 ("Strongly Agree") to 1 ("Strongly Disagree").

Research question 1: Which independent variables, if any, correlate significantly (at a significance level below .05) with which dependent variables after co-linearity is accounted for?

Hypothesis 1: Initially, faculty orientation (*F.OR*), educational background (*EB*), and political party orientation (*POL*) will correlate significantly with all 17 dependent variables. However, faculty orientation and educational background will have a strong collinear relationship with each other in all 17 analyses that correspond with each dependent variable. Ultimately, educational background will have a more significant correlation with each dependent variable than faculty orientation, and the latter will be eliminated from the analyses because its *unique* correlation with each dependent variable (meaning the correlation that remains after co-linearity is controlled for) will *not* be significant. Thus, educational background and political orientation will correlate significantly with each of the dependent variables once co-linearity is accounted for.

Research question 2: What is the strength and direction of any significant corollary relationships discovered between the independent variables and each dependent variable?

Hypothesis 2: Educational background (*EB*) and political orientation (*POL*) will have a corollary relationship with each of the 17 dependent variables to an extent that is either marginally significant or highly significant. A marginally significant relationship is denoted by a significance level (or p-value) between .05 and .01, which indicates there is between a 5% and 1% chance the significant relationship is spurious (or occurred by chance), while a highly significant relationship is denoted by a significance level of .01 or lower, which indicates there is a 1% or less chance the significant relationship is spurious.

Also, the direction of the correlations between educational background and the dependent variables and those between political orientation and the dependent variables will be positive. That is, respondents with an educational background and political orientation that are coded highly will tend to select responses toward the dependent variables that are also coded highly, and vice versa. For a description of the variable coding scheme used in connection with educational background, political orientation, and each dependent variable, see pages 5 through 8 of this chapter.

Method of Research

In order to answer my research questions, I designed a questionnaire and requested the survey participation of sociology and economics faculty at Eastern

Michigan University (EMU), Michigan State University (MSU), the University of Michigan, Ann Arbor (U of M), and Wayne State University. My survey consists of ten demographic items and seventeen items that address faculty attitudes toward aspects of economic globalization. The demographic items elicited participants' age, gender, citizenship, faculty rank (assistant, associate, or full professor), faculty orientation (sociology or economics faculty), professional setting (Eastern Michigan University, the University of Michigan, Michigan State University, or Wayne State University), educational background (highly sociological, highly economic, or "mixed"), race/ethnicity, religion, and political party orientation. Each of the seventeen survey items that address economic globalization elicited faculty responses toward a particular aspect of the phenomenon; two related to capital control reduction in "developing countries," two concerned the socio-economic effects of the growth of transnational firms, six explored the socio-economic effects of NAFTA on various demographic groups, four addressed NAFTA's treatment of laborers and the environment, and the remaining three related to the functioning of the World Bank, IMF, and WTO. In most cases, each item consisted of a statement representing a particular viewpoint on an aspect of economic globalization to which faculty would indicate whether they "Strongly agree," "Agree," "Disagree," "Strongly disagree," or had "No strong opinion."

The contents of my survey were presented to potential participants in online format. Potential participants were provided with a link to the online survey as part of a brief introductory message I emailed to them using their faculty email addresses, which were publicly displayed on the official website of each university from which I gathered my research sample (Eastern Michigan University, 2008a; Eastern Michigan University,

2008b; Michigan State University, 2008; University of Michigan, 2008a; University of Michigan 2008b; Wayne State University, 2008a; Wayne State University, 2008b).

A total of 230 faculty members (95 in sociology and 135 in economics) from EMU, MSU, U of M, and WSU were sent the introductory email inviting them to participate in my research. With the exception of two faculty at EMU whose advice I sought in designing my survey and seven faculty whose email addresses were not functional, the 230 faculty whose survey participation I requested made up nearly the entire population of 239 full-time economics and sociology faculty employed at these four institutions as of spring 2008 (Eastern Michigan University, 2008a; Eastern Michigan University, 2008b; Michigan State University, 2008; University of Michigan, 2008a; University of Michigan 2008b; Wayne State University, 2008a; Wayne State University, 2008b). Of the 230 faculty who were sent a request to participate in my survey, 52 (or approximately 23%) submitted survey responses to me. This means that my research sample of 52 sociology or economics faculty was approximately 22% of the entire population of 239 full-time faculty members in these two disciplines at EMU, MSU, U of M, and WSU.

Participants' survey responses were transferred anonymously into my online survey collection account as they answered each survey item. Once they were all collected, I analyzed participants' responses using multiple regression analysis and SPSS statistical software. In more detail, I used the stepwise method of variable selection to determine which of the independent variables correlated significantly (at a significance level of .05 or less) with which of the dependent variables, after multi-collinearity was accounted for. In studying the statistical output for each multiple regression, I paid

particular attention to the *R-square* values (which indicate the percentage of variance in the dependent variable that is explained by the independent variable(s) in the *sample*), *Adjusted R-square* values (which indicate the approximate percentage of variance in the dependent variable that is explained by the independent variable(s) in the *population*), *significance levels* (which indicate the likelihood a given corollary relationship occurred by chance), *partial correlation coefficients* (which indicate the direction and strength of each significant independent variables' *unique* correlation with the dependent variable), and, when applicable, *Multiple R* values (which indicate the extent of the significant independent variables' combined correlation with the dependent variable). In addition, I determined the mean (or statistical average) response to each survey item that addressed economic globalization of the overall sample and that of every demographic group corresponding with a significant independent variable. Using these data analysis procedures, I was able to more precisely understand the nature of any significant correlations between relevant demographic characteristics (the independent variables) and the contents of faculty attitudes toward each aspect of economic globalization (the dependent variables).

Rationale Underlying Research Methodology

According to *Designing and Conducting Survey Research*, the use of survey methodology is most appropriate when a researcher is trying to gather primary data about a demographic group in a relatively limited period of time (Rae & Parker, 1992). This is accomplished by formulating and addressing specific questions about the research topic to a sample of individuals whose responses are likely to reflect the perspectives of the

larger demographic or population with which the research is concerned (Rae & Parker, 1992). Considering the insight of Rae and Parker (1992), I chose to use survey methodology as it is appropriate considering the nature of my research; it is concentrated on gathering primary data as opposed to analyzing secondary data, it addresses a demographic group as opposed to a small set of individuals, it can be framed using specific questions or statements, and it must be conducted in a relatively short period of time.

The items included in my survey were selected based on my understanding that each would elicit potentially significant research data. As stated previously, my survey begins with ten demographic items that elicit participants' age, gender, citizenship, race/ethnicity, faculty rank, faculty orientation, academic setting, educational background, political party orientation, and religion. The information gleaned from these demographic items was used to form the independent variables that I tested for potentially significant correlations with faculty attitudes toward aspects of economic globalization (the dependent variables). Therefore, these items were of central importance in answering my research questions.

Following the demographics section of the survey are seventeen items that address four characteristics of modern economic globalization and elicit information from which the seventeen dependent variables were created. The four characteristics of modern economic globalization the survey addresses are capital control reduction, the expansion of transnational firms, the implementation of NAFTA, and functioning of the World Bank, IMF, and WTO. I chose to focus my treatment of economic globalization on these four characteristics based on the significant amount of attention each receives

from a variety of prominent scholars on the subject of economic globalization; this indicates that the issues surrounding these characteristics are of substantial importance. Among the most renowned of these scholars are Joseph Stiglitz (2003), former Chief Economist at the World Bank, and former Economic Adviser to President Clinton; Dani Rodrik (1997), Professor of International Political Economy at Harvard University, and Research Fellow at The Centre for Economic Policy Research; and George Soros (1997), Chairman of the Open Society Institute, and former board member of the Council on Foreign Relations.

I specifically targeted faculty at EMU, WSU, MSU, and U of M in my analysis of the attitudes of sociology and economics faculty for two main reasons. First, although I am interested in the attitudes of sociology and economics faculty located in universities beyond the four I targeted, I was unable to devote the money and time necessary for a more large-scale analysis of this topic. Second, considering that I am a student at EMU, I felt that faculty at EMU, WSU, MSU, and U of M may be more likely to participate in my survey as they may have an increased interest in research conducted by a local student, or in the case of EMU, a student at their institution.

With regard to the organization of my survey, each of the four characteristics of economic globalization I addressed were grouped into separate survey sections that included a brief introduction to the primary controversy surrounding the given characteristic and a series of statements/questions representing viewpoints tied to each controversy toward which participants responded. Participants' responses toward these statements/questions were elicited using a Likert-style scale such as "Strongly agree," "Agree," "Disagree," "Strongly disagree," or "No strong opinion." I chose to use this

format because I believe it is succinct, yet it provides enough structure and contextualization to minimize the confusion participants might experience when responding to statements regarding a highly complex phenomenon.

Finally, I used multiple regression analysis to explore the results of my survey because it is a suitable technique for measuring the significance, direction, and strength of correlations between multiple independent variables and a dependent variable (Grimm & Yarnold, 1995; George & Mallery, 2006). Thus, it fits the methodological objective of my research. In my data analysis, I also highlighted the mean responses of the overall sample and those of significant demographic groups toward each survey item in order to further demonstrate the nature of faculty attitudes in a highly digestible manner.

Definition of Key Terms

(1) Capital controls – taxes or restrictions placed on the movement of financial assets (i.e. stocks, bonds, and capital investments, including currency exchange speculation) in and out of a given country’s economy (Stiglitz, 2003).

(2) Transnational firm – “a for-profit enterprise marked by two basic characteristics: 1) it engages in enough business activities -- including sales, distribution, extraction, manufacturing, and research and development -- outside the country of origin so that it is dependent financially on operations in two or more countries; and 2) its management decisions are made based on regional or global alternatives” (Greer & Singh, 2000, para. 4).

(3) “Highly developed” countries – the fifty most highly developed countries according to the United Nations’ Human Development Index (United Nations, 2008).

(4) “Developing” countries – countries that are not among the fifty most highly developed countries according to the Human Development Index (United Nations, 2008).

(5) North American Free Trade Agreement (NAFTA) – An economic agreement between Canada, the United States of America, and Mexico that was signed into law in 1994, which in short, allows goods, services, and money/investments to be traded throughout North America without being restricted by many of the protectionist trade measures that were once implemented to encourage the consumption of domestic goods and services over foreign ones (Struder & Wise, 2007).

(6) International Monetary Fund (IMF) – an international organization that aims (at least theoretically) to stabilize the international financial system by observing exchange rates, helping countries control inflation, and providing short-term loans primarily to “developing countries” facing crisis (Cavanagh & Mander, 2004; Stiglitz, 2003).

(7) The World Bank – an international organization devoted (at least theoretically) to helping countries around the world achieve stable socio-economic development by providing them with fairly long-term loans and consultation for “development” initiatives (Cavanagh & Mander, 2004; Stiglitz, 2003).

(8) The World Trade Organization (WTO) – an international organization charged with devising and enforcing rules of international trade (Cavanagh & Mander, 2004; Stiglitz, 2003).

Potential Ethical Issues

My ability to design a survey that is worded in a neutral fashion is challenged by the fact that I hold strong opinions toward the issues addressed in my research, which are apt to color how I present the research topic if they are not properly scrutinized. In short, I believe capital control removal in developing countries has occurred too quickly and extensively, I consider the overall socio-economic effects associated with the growth of transnational firms and the implementation of NAFTA to be more generally harmful than beneficial, and I feel that the World Bank, IMF, and WTO mainly represents elite financial and business interests.

I have, however, taken several steps in order to mitigate the personal bias that might be reflected in the design and wording of my survey. One such step involved reading the arguments of highly-renowned authors who hold views on economic globalization that differ greatly from my own. In analyzing the arguments of these authors, such as Jagdish Bhagwati (2002), Mike Moore (2003), and Milton Friedman (1948-1990/2008), I have become more familiar with the logic underlying their perspectives, the potential merits of their viewpoints, and the terminology they use in explaining the nature of the controversies surrounding economic globalization. This has enhanced my ability to introduce the controversies tied to each characteristic of economic globalization my survey addresses using rather neutral terminology. In addition, the members of my thesis committee have critiqued the way I have framed each issue addressed in my survey, and in doing so they have called attention to issues of survey bias that require correction.

Limitations and Delimitations of Research

Any patterns in the attitudes of economics and sociology faculty that are evident in my research should not be thought to represent attitudinal patterns in settings beyond the four institutions from which I drew my sample. That is, due to the very limited and geographically concentrated portion of sociology and economics faculty I surveyed, the patterns revealed in my research should only be interpreted as weak (and potentially misleading) indicators of the perspectives of economics and sociology faculty in larger geographically areas. However, the findings of my research may signal the possibility that more wide-spread attitudinal patterns exist and should be explored further.

It is also important to note that my survey addresses only *some* aspects of economic globalization. My treatment of this highly complex and multi-faceted phenomenon is selective (due to limited time and financial resources) and should be interpreted as such. For example, the perceived socio-economic ramifications of IMF activity in a *particular* country, or the manner in which *technology* is circulated within the global economy are not addressed in my survey; they are examples of the many intriguing issues within economic globalization that are worthy of future research.

Chapter 2: Literature Review

Based on my review of the relevant literature, in this chapter I describe various dimensions of globalization, provide a justification for my focus on economic globalization, explore the controversies surrounding certain aspects of economic globalization, and highlight the significance of understanding sociologists' and economists' attitudes toward this phenomenon. Admittedly, I view the socio-economic effects of modern economic globalization as primarily detrimental, but throughout this chapter I try to present divergent viewpoints in a respectful and balanced fashion, and I attempt to draw on empirical evidence whenever possible to support any assertions I make.

The Dimensions of Globalization

The term “globalization” encompasses a highly-complex and multifaceted phenomenon that has been described in a variety of ways by renowned analysts in the social sciences and beyond (Guillen, 2001; Kellner, 2002; Li, 2001). Political economist Dani Rodrik, for example, states that globalization is “the international integration of markets for goods, services and capital [which] is pressuring societies to alter their traditional practices” (1997, p. 1). Sociologist Manuel Castells (1996) describes globalization as the emergence of a global network society in which individuals around the world are increasingly inter-connected via improved communications and information technology. Economist John Cavanagh and social activist Jerry Mander (2004) associate globalization with a movement of “real economic and political power away from

national, state, and local governments and communities toward an unprecedented concentration of power for global corporations, bankers, and the global bureaucracies they helped create” (p. 33).

These analysts attribute a variety of phenomena to globalization; Rodrik (1997) highlights economic arrangements and cultural tensions, Castells (1996) highlights technological advancements that alter social relations, and Cavanagh and Mander (2004) highlight the interplay of highly-centralized economic and political forces. According to many analysts who seek a comprehensive understanding of globalization, various descriptions of this phenomenon can be more easily reconciled if they are understood as representing particular dimensions – interrelated, yet distinct – of globalization as a whole (Guillen, 2001; Li, 2001; Kellner, 2002). My research primarily concerns the economic dimension of globalization, which can be summarized as the “international integration of markets for goods, services and capital” (Rodrik, 1997, p. 1).

Justification for Focusing on Economic Globalization

As Douglas Kellner (2002) points out, it is important to comprehend globalization as a phenomenon with interrelated economic, political, technological, and cultural dimensions in order to “avoid both technological and economic determinism and all one-sided optics of globalization” (p. 286). Kellner’s advice comes as a reaction to theorists who claim to analyze globalization *as a whole* based only on a certain dimension (technological or economic, for example) of the phenomenon that they feel is most consequential (2002). He asserts that such theorists do not provide an adequately comprehensive or accurate analysis of globalization (2002).

Like Kellner (2002), I have noted the multi-dimensional nature of globalization. Heeding his advice to avoid “economic determinism or all one-sided optics” in the analysis of globalization *as a whole* (p. 286), I emphasize that my study does not purport to explore globalization *as a whole*; rather, it focuses on *certain* aspects of *economic* globalization. Furthermore, in focusing my study on the economic dimension of globalization, I do not mean to imply that the other dimensions of globalization are of less consequence than economic globalization, but rather, my explicitly-stated focus on economic globalization is meant to provide a measure of clarity about the specific nature of my research. Indeed, it is highly important to narrow and clearly specify the subject(s) under investigation when analyzing topics that fall within the scope of globalization as this promotes a shared understanding of exactly what is being discussed or researched (Kellner, 2001; Soros, 2002).

The Economic Dimension of Globalization

As with globalization in general, renowned analysts attribute a wide variety of features to economic globalization (Guillen, 2001; Kellner, 2002; Li, 2001). Yet, on a basic level, many analysts’ descriptions of modern economic globalization – those of Beneria (2003), Bhagwati (2002), Moore (2003), Soros (2002), and Stiglitz (2003), for example – correspond with that of Dani Rodrik (1997) who states it is “the international integration of markets for goods, services, and capital” that has taken place at a dramatic pace over the past quarter-century (p. 1). Many of these analysts also stress that central to the development of this “international integration of markets” has been the global ascent of the economic philosophy alternatively called “neo-liberalism,” “free-market

capitalism,” or “market fundamentalism” (Beneria, 2003; Bhagwati, 2002; Moore, 2003; Soros, 2002; Stiglitz, 2003). Essentially, market fundamentalism holds that “the allocation of resources is best left to the market mechanism, and any interference with that mechanism reduces the efficiency of the economy” (Soros, 2003, p. 4). This economic paradigm became dominant in the United States and Britain during the 1980s under the leadership of the Reagan and Thatcher administrations, and it has spread internationally since then (Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2004).

Another significant development that has shaped the “international integration of markets” in recent decades is the expansion and changing roles of certain international financial and trade institutions (Beneria, 2003; Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). These institutions have put pressure on countries around the world to adopt policies based on market fundamentalism (i.e. deregulation, privatization, and commoditization) and become integrated into the global capitalist economy (Beneria, 2003; Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). The primary agents of this politico-economic pressure have been the World Bank, International Monetary Fund (IMF), and World Trade Organization (WTO; Beneria, 2003; Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003).

Also instrumental in shaping modern economic globalization are recent advancements in communications and transportation technology that allow the “international integration of markets” to proceed with greater ease and possibility (Giddens, 2003; Guillen, 2001; Kellner, 2002; Soros, 2002). For example, the expansion of the internet and the services it hosts have made global interchange in the business arena (and beyond) far more convenient for those who have access to it – investments can

be moved around the world instantly via electronic transfer; businessmen in separate hemispheres can have a meeting without leaving their offices via video-conference; and organizations and institutions can transfer documents, raise financial support, and disseminate their ideas internationally using the world-wide web (Bhagwati, 2002; Giddens, 2003; Moore, 2003; Stiglitz, 2003).

Now that I have introduced modern economic globalization, I will describe four of its features that my research addresses and the controversies that surrounding each one. They include (1) financial market liberalization and the reduction of capital controls; (2) the expansion of transnational corporations; (3) the implementation of the North American Free Trade Agreement (NAFTA); and (4) the functioning of the World Bank, IMF, and WTO.

The Dismantling of Capital Controls

With regard to the international integration of *capital* markets, the dismantling of capital controls, which are “taxes or restrictions on international transactions of [financial] assets like stocks or bonds” (Neely, 1999, p. 13), has been of paramount significance (Neely, 1999; Stiglitz, 2003; Ulan, 2002). As Christopher Neely (1999) explains, “capital controls gradually had been phased out in the developed countries throughout the 1970s and 1980s, and by the 1990s there was substantial pressure on less-developed countries to remove their restrictions” (1999, p. 13). Though the removal of capital controls has been a significant trend over the past four decades, the economic prudence of removing these controls has become a topic of substantial debate among analysts, particularly since the East Asian and Latin American financial crises that began

in the mid 1990s (Neely, 1999; Stiglitz, 2003; Ulan, 2001). Analysts' arguments pertaining to this controversy are often highly complex and nuanced, but for the purpose of clarity I will concisely summarize the prominent arguments made by proponents and opponents of capital control reduction.

The removal of capital controls is a form of capital market liberalization, or an avenue by which openness to market forces is achieved in the realm of financial transactions and investments (Neely, 1999; Stiglitz, 2003). According to Neely (1999), capital control removal over the past several decades has been spurred on partially due to the consensus among economists in the market fundamentalist tradition that such controls are “detrimental to economic efficiency because they prevent productive [financial] resources from being used where they [are] most needed” (p. 13). Neely's assertion that the dominance of market fundamentalism among economists has played a significant role in the liberalization of capital markets internationally is corroborated by Beneria (2003), Rodrik (1997), Soros (2002), and Stiglitz (2003). In more detail, the basic argument for removing capital controls advanced by market fundamentalists is that a more open and expansive international capital market will emerge as a result of fewer controls and this would “allow funds to flow [internationally] to the places where they are expected to yield the greatest return, permit the international diffusion of new technologies and management techniques, and facilitate the international availability of products and services” (Ulan, 2002, p. 250).

Several proponents of capital market liberalization have also maintained that economic stability is furthered as capital markets are “set free” of restrictions (Moore, 2003; Tamirisa, 1999; Ulan, 2002). Based on their confidence in the corrective nature of

market forces, these analysts assert, for example, that if currency in a given country devalues, international investors will be drawn to purchase the devalued currency, believing it will once again rise in value, and as they “buy up” this currency its value will indeed rise in accordance with the law of supply and demand (Moore, 2003; Tamirisa, 1999; Ulan, 2002). In this way, international investors are thought to potentially restore equilibrium and thus bring stability to financial markets *if* strong controls on international capital movements do not stand in their way (Moore, 2003; Tamirisa, 1999; Ulan, 2002).

Proponents of placing substantive controls on the international flow of financial investments (also called capital flows), on the other hand, express a very different viewpoint. These analysts, such as Rodrik (1997), Soros (2002), and Stiglitz (2003), often make a distinction between the dangers unrestricted capital flows pose within the economies of “highly developed” countries versus “developing” countries. In “highly developed” countries, the unrestricted flow of international capital is said to erode tax revenues as wealthy individuals (and corporations) living in these countries often move their financial assets abroad where they will not as highly taxed (Rodrik, 1997; Soros, 2002; Stiglitz, 2003). This is certainly problematic because citizens in these “highly developed” countries expect the government to “perform social welfare functions on a large scale” using tax revenue (Rodrik, 1997, p. 9; Soros, 2002; Stiglitz, 2003).

With regard to “developing” countries, many analysts who favor the use of capital controls stress that the unrestricted international flow of capital jeopardizes economic stability (Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). They claim that one source of instability is the result of currency speculators who pour money “into and out of a country, often overnight... betting on whether the currency is going to appreciate or

depreciate” (Stiglitz, 2003, p. 7; Cavanagh & Mander, 2004; Soros, 2002). These speculative financial inflows can reverse and become rapid outflows of finances if speculators are collectively disheartened with the potential financial return on their investments (Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). According to Joseph Stiglitz (2003), former Chief Economist at the World Bank, this is exactly what happened upon “the loosening of capital market controls in Latin America and Asia,” and it resulted in the “collapsed currencies and weakened banking systems” that fueled the East Asian and Argentine financial crises of 1997 and 2001, respectively (pp. 7 and 18). These crises were particularly destructive as economic activity in these regions was heavily dependent on international investors, which was partially due to the expansion of economic globalization (Stiglitz, 2003).

Analysts on both sides of the controversy surrounding the liberalization of financial markets *do* agree on one important point: capital control reduction has corresponded with increased activity in international capital markets (Bhagwati, 2002; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003; Tamirisa, 1999). These analysts are correct according to statistics compiled by Guillen (2001), which reveal that “currency exchange turnover,” for example, increased nearly tenfold as a percentage of World GDP between 1980 and 1998, and the value of “cross-border banking assets” increased twofold relative to World GDP between 1980 and 1995 (p. 239). Yet, despite analysts’ consensus that capital control reduction has coincided with dramatically increased activity in international capital markets, they certainly do not agree on whether the ramifications of this increased activity are generally beneficial or detrimental in a socio-economic sense.

The Expansion of Transnational Corporations

Guillen's statistical compilation (2001) also supports the assertion that international markets for *goods* and *services* have become more expansive in recent years (p. 239). Perhaps the most telling statistic in this regard is the 6.3% increase in the value of imported and exported goods and services relative to World GDP that occurred between 1990 and 1998 (p. 239). Though it may sound inconsequential, a 6.3% increase in the share of the world's GDP accounted for by imported and exported goods and services over an eight-year period represents a significant economic shift in the minds of many renowned analysts (Bhagwati, 2002; Moore, 2003; Soros, 2002). This is an important point because much of the work prominent analysts of economic globalization have embarked on either states or implies that the production and consumption of goods and services has become a *significantly* more international phenomenon (Beneria, 2003; Bhagwati, 2002; Cavanagh & Mander, 2004; Giddens, 2003; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003).

The removal of trade barriers has been a key feature underlying the integration and expansion of international goods and services markets (Bhagwati, 2002; Cavanagh & Mander, 2004; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003). Essentially, the reduction of trade barriers such as tariffs (taxes placed on goods and services imported from foreign countries), import quotas (caps placed on the amount of goods and services that can be imported from foreign countries), and other regulatory measures has enabled production and consumption processes to become more transnational (Bhagwati, 2002; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003).

According to many analysts, a significant consequence of trade barrier reduction and a substantial outgrowth of market liberation in general has been the expansion of “multi-national corporations” (MNCs) or “trans-national corporations” (TNCs), which are for-profit enterprises that are “dependent financially on [their] operations in two or more countries” (Greer & Singh, 2000, para. 4; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003). In short, the reduction of trade barriers has made it easier and more lucrative for corporations to cross national boundaries in search of inexpensive labor and raw materials for the production of their goods and services, new stock-holders and investors, and new markets for their products (Cavanagh & Mander, 2004; Moore, 2003; Soros, 2003).

Though I had difficulty locating data that tracked the expansion of transnational corporations (TNCs) into the 21st century, I was able to locate several statistical figures revealing that remarkable increases in the overall number and productive capacity of TNCs occurred at least through the mid-1990s, and further, I found no evidence to suggest that the growth of TNCs has slowed since then. According to Greer and Singh (2000), for example, roughly 7,000 TNCs existed in 1970, and by the mid-1990s there were approximately 38,000, more than a fivefold increase (para. 10). Also, by the mid-1990s, “the 300 largest TNCs own[ed] or control[ed] at least one-quarter of the entire world's productive assets” (Greer & Singh, 2000, para. 1).

Analysts of various ideological orientations have devoted significant analytical attention to the expansion of TNCs, and, not surprisingly, they associate it with a complex variety of socio-economic benefits and detriments (Bhagwati, 2002; Cavanagh & Mander, 2004; Moore, 2003; Rodrik, 1997; Soros, 2002; Stiglitz, 2003). For the sake

of clarity, however, I will briefly summarize several of the most prominent arguments put forth by those who view TNCs' expansion as primarily socio-economically beneficial in “developing” and “highly developed” countries, and those who view the expansion as primarily detrimental.

In general, analysts who are proponents of international trade liberalization – Bhagwati (2002), M. Friedman (1948-1990/2008), and Moore (2003), for example – view the expansion of TNCs as a primarily beneficial and natural development that is the result of open markets forces at work. The fundamental logic employed is that as markets are liberated from restrictions internationally, competition from transnational enterprises is likely to increase, which *necessarily* causes enterprises to react; those that react prudently and become more efficient grow, and those that do not must eventually scale-down and/or cease operation (Bhagwati, 2002; Friedman, 1948-1990/2008; Moore, 2003). This perspective is well-illustrated by former Director-General of the WTO, Mike Moore (2003), who asserts that market liberalization “rewards [productive] enterprise and allows the creators of wealth to enjoy the results of their work and risk, [and] means a more efficient allocation of resources, labour and capital” (p. 52).

According to market fundamentalists such as Bhagwati (2002), Moore (2003), and Friedman (1948-1990/2008), increased economic efficiency tends to lead to greater consumer demand for goods and services because a portion of enterprises' savings in production costs (which results from increased efficiency) is passed on to the consumer in the form of lower pricing to which consumers respond by buying more products (Bhagwati, 2002; Friedman, 1948-1990/2008; Moore, 2003). In turn, the output of goods and services tends to increase to meet heightened consumer demand, and thus the

economy grows (Bhagwati, 2002; Moore, 2003; Rodrik, 1997; Stiglitz, 2003). The expansion of TNCs, then, is viewed by prominent market fundamentalists as economically beneficial on a global scale because TNC expansion is perceived to substantially further economic competition and, in turn, economic efficiency and growth (Bhagwati, 2002; Friedman, 1948-1990/2008; Moore, 2003). These analysts tend to assert that considerable improvements in world-wide living conditions have resulted from this process (Bhagwati, 2002; Friedman, 1948-1990/2008; Moore, 2003). Some of the improvements they associate with increased economic competition globally (especially as a result of TNC expansion) are substantial savings for consumers, particularly in “highly developed” countries, increased quantity and quality of employment opportunities, particularly in “developing” countries, and greater varieties and availability of products for consumption (Bhagwati, 2002; Friedman, 1948-1990/2008; Moore, 2003).

While many market fundamentalists primarily associate market liberalization and the expansion of transnational corporations with increased economic competition, efficiency, and growth, many analysts who favor substantial economic regulation (whom I call “market interventionists”) often associate the expansion of TNCs with corporate exploitation and domination (Cavanagh & Mander, 2004; Greer & Singh, 2004; Soros, 2002; Stiglitz, 2003). According to these analysts, such as Cavanagh and Mander (2004), Greer and Singh (2000), Soros (2002), and Stiglitz (2003), TNCs often wield their financial and political power to undercut domestic competition by securing low-interest loans from banks, demanding tax incentives from national leaders to whom they promise favorable economic returns, and “negotiating” rock-bottom prices at which TNCs purchase raw materials and recruit labor (Cavanagh & Mander, 2004; Greer & Singh,

2000; Stiglitz, 2003). TNCs also often advocate for the removal of “impediments” to enterprise, which, according to Cavanagh and Mander (2004), are usually “environmental laws, public health laws, food safety laws, laws pertaining to workers’ rights and opportunities, laws permitting nations to control investments on their own soil, and laws attempting to retain national control over local culture” (p. 35). Allegedly, the purpose TNCs state in pushing for these conditions is that such conditions allow for the attainment of greater economic efficiency via production cost savings, but the real objective is often to undercut their competition by flouting concerns for workers, the environment, and traditional notions of ethical business practice (Cavanagh & Mander, 2004; Greer & Singh, 2000; Soros, 2002; Stiglitz, 2003).

In addition to associating market liberalization and TNC expansion with socio-economic and environmental degradation, many prominent analysts connect it with rising economic inequality around the world (Cavanagh & Mander, 2004; Greer & Singh, 2000; Milanovic, 2002; Stiglitz, 2003). Essentially, their charge is that as TNCs have expanded and pushed scores of their competitors out of business, overall profit from the sale of goods and services around the globe has become increasingly concentrated in the hands of TNCs’ executives, upper-level managers, and stockholders (Cavanagh & Mander, 2004; Greer & Singh, 2000; Stiglitz, 2003). Meanwhile, the majority of lower-level laborers involved in the production, transportation, and sale of TNCs’ products receive slim compensation for their work because these corporations must keep production costs low in order to remain competitive; re-adjusting the salaries and perks of TNCs’ executives, upper-level managers, and top-decision makers in order to reduce costs is

seldom given serious consideration due to corporate power dynamics, according to these analysts (Cavanagh & Mander, 2004; Greer & Singh, 2000; Stiglitz, 2003).

The North American Free Trade Agreement (NAFTA)

Another major area of conflict among analysts of economic globalization involves the consequences they attribute to the implementation of various free-trade agreements (FTAs; Cavanagh & Mander, 2004; Hufbauer & Schott, 2005; Struder & Wise, 2007). I have chosen to focus my research on analysts' perspectives toward the North American Free Trade Agreement (NAFTA) as opposed to other FTAs for several reasons. First, at the time of its implementation in 1994, NAFTA was highly controversial within its three member countries (the United States, Canada, and Mexico), and the controversies surrounding NAFTA still remain strong among analysts and the U.S. general public (Hufbauer & Schott, 2005; PIPA, 2004; Struder & Wise, 2007). Also, I targeted NAFTA because it has a particularly profound effect on world trade as it is the second largest regional trade agreement in terms of the proportion of the world's economy and population subject to it (Hufbauer & Schott, 2005). Finally, as compared with most other large-scale trade agreements, NAFTA has a more *direct* effect on the sample of research participants whose perspectives I elicited because they are geographically positioned within a member state of NAFTA, and thus they are more likely to have a substantive awareness of the conflicts surrounding it.

The North American Free Trade Agreement (NAFTA) was officially launched during the Clinton Administration in January of 1994, and it "created one of the world's largest free trade blocks," second only to the European Union, which is actually more of

a customs' union than an FTA (Hufbauer & Schott, 2005, p. 1). The six primary objectives of NAFTA according to article 102 of the Agreement are to:

- a) eliminate barriers to trade in, and facilitate the cross-border movement of, goods and services between the territories of the Parties [that is, Mexico, Canada, and the United States of America];
 - b) promote conditions of fair competition in the free trade area;
 - c) increase substantially investment opportunities in the territories of the Parties;
 - d) provide adequate and effective protection and enforcement of intellectual property rights in each Party's territory;
 - e) create effective procedures for the implementation and application of this Agreement, for its joint administration and for the resolution of disputes; and
 - f) establish a framework for further trilateral, regional and multilateral cooperation to expand and enhance the benefits of this Agreement.
- (NAFTA Secretariat, 2003)

In promoting the objectives above, such as trade barrier elimination, intellectual property protection, and dispute resolution procedures, NAFTA seeks to “create a secure and expanded market for the trade of goods and services in [North America]” and thereby generate “new employment opportunities and improve working conditions and living standards” in the trade bloc, according to the Agreement’s preamble (NAFTA Secretariat, 2003). In analyzing NAFTA’s objectives and overarching goals stated above, it becomes evident that the Agreement has a market fundamentalist bend as it assumes, for example, that market liberalization via trade barrier elimination will “improve working conditions and living standards” (NAFTA Secretariat, 2003, Preamble) within its member states.

In further detail, the argument repeatedly levied by those who supported the creation and implementation of NAFTA held that it would generate substantially increased rates of economic growth for each country involved as regional integration would allow for a more efficient utilization of each countries’ comparative advantages or respective abundant resources (Hufbauer & Schott, 2005; Struder & Wise, 2007). As

Struder and Wise (2007) explain “NAFTA’s competitive potential in the long run would rest on the dynamic blending of Mexico’s abundant factors (natural resources, comparatively cheap labor, and proximity to the U.S. market) with the abundance of capital, technology, and know-how that Canada and the United States brought to the table” (p. 28). To phrase it more simply, NAFTA’s supporters held that Canada and the U.S.A. would benefit economically from the Agreement as Canadian and American enterprises gained better access to relatively inexpensive Mexican labor, and the Mexican economy would benefit from the increased investment of capital and technology its northern neighbors would provide (Hufbauer & Schott, 2005; Struder & Wise, 2007). Analysts who maintain support for NAFTA feel that many of the opportunities the Agreement sought to afford each member state at the time of its implementation have been seized upon over the past 14 years (Hufbauer & Schott, 2005; Struder & Wise, 2007).

Though a complex assortment of arguments deriding NAFTA have been voiced (Hufbauer & Schott, 2005; Struder & Wise, 2007), I will be focusing on a few of the most commonly asserted criticisms in an attempt to keep my treatment of the controversy concise. Particularly noteworthy is the barrage of criticism NAFTA has received from analysts who feel it promotes a form of reckless capitalism that has resulted in greater levels of income disparity (Cavanagh & Mander, 2004; Soros, 2002; Struder & Wise, 2007). These critics hold that while NAFTA benefits corporate elites in the United States and Canada by providing them with greater access to inexpensive Mexican labor, and while it may benefit some highly-educated Mexicans who are in a position to seize the selective opportunities created by the expansion of U.S. and Canadian corporate

investments and technology, the Agreement has not benefited the bulk of Canadians, Mexicans, or Americans who occupy the lower and middle classes (Cavanagh & Mander, 2004; Soros, 2002; Struder & Wise, 2007). With regard to NAFTA's effect on lower and middle class workers in the United States and Canada, Hufbauer and Schott (2005) explain that critics have argued it would "encourage footloose plants to leave the United States and Canada, that low-wage jobs would displace US [and Canadian] workers, and that the threat of [corporate] relocation would suppress wage demands" (Hufbauer and Schott, 2005, p. 4). A common criticism of NAFTA's effect on lower and middle class Mexicans has been that by promoting market liberalization, the Agreement has exacerbated the unfair competition Mexican farmers face from agricultural producers in the U.S.A. who continue to receive U.S. government subsidies (Cavanagh & Mander, 2004; Soros, 2002; Struder & Wise, 2007). Additionally, analysts such as Struder and Wise (2007) maintain that NAFTA has displaced political energy in Mexico from addressing the "frailties of [its] domestic politics, institutions, and policymaking" that needed to be rectified *before* it could attract sound foreign investment and strategically use the benefits of such investment for advancing wide spread socio-economic opportunities (p. 40).

Also prominent is the criticism that NAFTA does not include adequate and enforceable environmental and labor standards (Cavanagh & Mander, 2004; Hufbauer & Schott, 2005; Soros, 2002, Struder & Wise, 2007). In fact, the only detailed treatment of labor and environmental concerns in NAFTA is found in two side agreements that were appended in 1993 after the initial rounds of NAFTA negotiations had concluded (Hufbauer & Schott, 2005). As Hufbauer and Schott (2005) explain, these two side

agreements – the North American Agreement on Labor Cooperation and the North American Agreement on Environmental Cooperation – “had three specific objectives: monitor implementation of national laws and regulations pertaining to labor and the environment, provide resources for joint initiatives to promote better labor and environmental practices, and establish a forum for consultations and dispute resolution in cases where domestic enforcement proves inadequate” (p. 55). Regardless of whether or not these objectives sound ambitious, analysts such as Cavanagh & Mander (2004), Soros (2002), and Struder and Wise (2007) share Hufbauer and Schott’s (2005) sentiment that the institutions charged with carrying through with them – the Commission for Labor Cooperation and the Commission for Environmental Cooperation – are “under funded and have little power to influence national [or regional] practices (p. 62).”

The World Bank, International Monetary Fund, and World Trade Organization

Several international organizations have played a profound role in shaping modern economic globalization (Beneria, 2003; Cavanagh & Mander, 2004; Moore, 2003; Soros, 2002; Stiglitz, 2003). Among the most significant of these organizations are the World Bank, International Monetary Fund (IMF), and the World Trade Organization (WTO; Beneria, 2003; Cavanagh & Mander, 2004; Moore, 2003; Soros, 2002; Stiglitz, 2003). The functioning of these three organizations has been met with great criticism as well as great praise by various analysts and sectors of the public (Beneria, 2003; Cavanagh & Mander, 2004; Moore, 2003; Stiglitz, 2003). In the following paragraphs, I will briefly summarize the historical development of the World Bank, IMF, and WTO, and highlight these organizations’ own accounts of their objectives and purposes which

tend to be shared by analysts who support their work – Bhagwati (2002), Friedman (1948-1990/2008), and Moore (2003), for example. I will then contrast these organizations' accounts of their functioning with prominent criticisms of their operations.

The World Bank and IMF are called the Bretton Woods Institutions because they were created in Bretton Woods, New Hampshire, where in 1944 they were designed by “the world’s leading corporate figures, economists, politicians, and bankers... to figure out how to mitigate the devastation of World War II and prevent another Great Depression” (Cavanagh & Mander, 2004, p. 33). These individuals “decided that a new centralized global economic system was needed to promote global economic development, prevent future wars, reduce poverty, and help the world rebuild” from World War II (Cavanagh & Mander, 2004, p. 33).

According to the organization’s webpage (2008a), the current work of the World Bank “focuses on the achievement of the Millennium Development Goals that call for the elimination of poverty and sustained development (para. 2).” To further these goals, the Bank claims it concentrates on “building a climate for investment, jobs, and sustainable [economic] growth” and “investing in and empowering poor people to participate in development” (2008a, para. 3). In greater detail, according to its webpage (2008b), the Bank uses its high credit rating to sell bonds in global financial markets and relies on the capital investments of its member countries to build and maintain a large pool of funding from which it offers loans and grants to “developing countries” around the world for the economic and social development projects it deems worthy. The World Bank also provides “analysis, advice, and information to [its] member countries so [these countries] can deliver the lasting economic and social improvements their people need” (World

Bank, 2008b, para. 11). In short, the World Bank sees itself as a provider of loans, grants, and informed analysis to countries that use these resources for economic and social development projects.

The International Monetary Fund (IMF) is “the world's central organization for international monetary cooperation... in which almost all countries in the world work together to promote the common good,” at least according to its website (2008, para. 1). The IMF states its underlying purpose is to “ensure the stability of the international monetary system... [which] is essential for sustainable economic growth and rising living standards” (International Monetary Fund, 2008, para. 2). In order to accomplish this, it “reviews national, regional, and global financial and economic developments... provides advice to its 185 member countries... and serves as a forum where they can discuss the national, regional, and global consequences of their policies” (International Monetary Fund, 2008, para. 3). It also makes “financing temporarily available to member countries in order to help them address balance of payment problems [that occur when countries] find themselves short of foreign exchange because their payments to other countries exceed their foreign exchange earnings” (International Monetary Fund, 2008, para. 4). In other words, the IMF sees itself as providing financial and economic analyses as well as temporary loans to countries around the world, in order to promote and maintain a stable international monetary system.

The creation of World Trade Organization (WTO) in 1995 “brought to reality – in updated form – the failed attempt in 1948 to create an International Trade Organization” (World Trade Organization, 2008, para. 1). After the proposal to establish the International Trade Organization failed, the General Agreement on Tariffs and Trade

(GATT) was the provisional source of rules for much of international trade until 1994 when the GATT decided that the formation of a more extensive World Trade Organization was needed to address international trade issues (World Trade Organization, 2008). According to the organization's website (2008), the WTO is "an organization for liberalizing trade... a forum for governments to negotiate trade agreements... a place for [governments] to settle trade disputes," and the operator of "a system of trade rules" (para. 2). In short, the World Trade Organization alleges to be a forum for the negotiation and maintenance of international trade policy in which the interests of trading parties can be voiced, addressed, and balanced.

Though the formal objectives of the World Bank, IMF, and WTO, as stated in these organizations' web sites, sound generally logical, noble, and even benevolent, the operations of all three organizations have led numerous citizen organizations and renowned analysts to protest and criticize their actions (Beneria, 2003; Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). The prominent criticism voiced against these organizations is that they are made up financial and trade appointees who represent the interests of wealthy banking and corporate enterprises over public interests (Beneria, 2003; Cavanagh & Mander, 2004; Soros, 2002; Stiglitz, 2003). With regard to the functioning of the World Bank and IMF, critics allege that the dominance of elite financial and corporate interests underlie the types of conditions these organizations have attached to the loans they offer "developing countries"; financing has regularly been contingent upon "structural reforms" that promote economic de-regulation and privatization, the reduction of public health and education programs, and the relaxation of environmental protections (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003).

These “structural reforms,” according to critics, allow banks and corporations to more fully exploit local peoples and resources in order to increase their profits (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003). In addition, several analysts allege that by infusing the “research” and “advice” they provide to developing countries with a market fundamentalist ideology, the World Bank and IMF have induced these countries (or at least their leaders) to accept loans that are tied to detrimental reforms (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003).

With regard to the functioning of the WTO, critics allege that the economic interests of “developing” countries and low-income demographics are trumped by those of wealthy countries and demographics (Cavanagh & Mander, 2004; Soros, 2002). Cavanagh and Mander (2004), for example, explain that in the dispute resolution process “WTO rules [are] only enforced when countries [spend] millions of dollars bringing a [winning] case,” and thus it is difficult for less-wealthy countries to successfully challenge more-wealthy countries on perceived trade injustices (p. 68). Also, George Soros (2002) asserts the WTO’s “bias in favor of corporate interests” is exemplified by the fact that “there are [corporate-friendly WTO] agreements on Trade Related Intellectual Property Rights (TRIPs) and Trade Related Investment Measures (TRIMs), but there are no agreements on trade-related labor rights, except prison labor, or trade-related environmental concerns” (p. 34).

At this point, it should be noted that prominent critics of the World Bank, and to a lesser extent, the IMF, have recognized that a break with the dogma of extreme market fundamentalism has taken place within these organizations as they have moved into the new millennium (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003). Most

notably, in the second half of the 1990s, the World Bank and the IMF began distancing themselves from their most stringent conditional loan regimen – systematic adjustment packages (or SAPs; Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003). Also, critics have recognized that in the new millennium the World Bank has devoted increased attention to helping “developing” countries work toward achieving important socio-economic development goals such as the Millennium Development Goals (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003).

However, critics such as Cavanagh and Mander (2004), Beneria (2003), and Stiglitz (2003) are somewhat skeptical about the extent to which these changes will penetrate the World Bank and IMF beyond surface level commitments to sustainable socio-economic development. Drawing on the recent historical record of these organizations and the continued existence of what critics consider to be strong hegemonic qualities in their design, these analysts feel they have good reason to be skeptical (Beneria, 2003; Cavanagh & Mander, 2004; Stiglitz, 2003).

The Perspectives of Sociology and Economics Faculty

It is important to explore the attitudes of sociology and economics faculty, in particular, toward economic globalization because this group influences policy considerations and topical discourse surrounding economic globalization to a very large extent, at least relative to most other demographics (Kingdon, 2003; Guillen, 2001). Due to their professional credentials, extensive knowledge base, and research background, sociology and economics faculty often occupy positions of influence in the political realm as socio-political and economic advisers and analysts, in the educational realm as

teachers who frame the analysis of phenomena in their classrooms, and in the realm of academic and public discourse as authors of influential publications (Beneria, 2003; Bhagwati, 2002; Kingdon, 2003; Rodrik, 1997).

The attitudes of sociology and economics faculty toward economic globalization are also a significant subject of inquiry given the alleged divide between these groups' perspectives toward economic globalization (Beneria, 2003; Bhagwati, 2002; Kellner, 2002; Rodrik, 1997; Stiglitz, 2003). This is because *if* a strong divide is found to exist, research that highlights the dominant perspectives of sociology faculty and economics faculty may encourage members of both groups to grapple with the potential merits of perspectives from the other side of the divide. In the process of giving additional consideration to divergent perspectives, these faculty members' would be likely to further refine their own perspectives and ultimately provide better policy recommendations.

Regarding the nature of the alleged disciplinary divide, many scholars express (sometimes implicitly and sometimes explicitly) that a general pattern exists concerning the contents of various analysts' perspectives (including those of faculty) toward economic globalization (Beneria, 2003; Bhagwati, 2002; Kellner, 2002; Rodrik, 1997; Stiglitz, 2003). They allege that analysts who are highly oriented toward a socio-cultural investigation of economic globalization tend to view the socio-economic ramifications of its primary characteristics (i.e. the growth of global financial markets, the proliferation of transnational corporations, the implementation of free-trade agreements, and the functioning of World Bank, IMF, and WTO) in a more negative light than analysts who are oriented toward a more heavily economic investigation of this phenomenon (Beneria, 2003; Bhagwati, 2002; Kellner, 2002; Rodrik, 1997; Stiglitz, 2003). Allegedly, the

former group generally associates modern economic globalization with increased socio-economic stratification and tends to feature sociologists and anthropologists (Beneria, 2003; Bhagwati, 2002; Rodrik, 1997; Stiglitz, 2003). On the other hand, the latter group is said to often associate modern economic globalization with technological advancement, greater economic efficiency, and improved living standards, and it tends to feature economists (Beneria, 2003; Bhagwati, 2002; Rodrik, 1997; Stiglitz, 2003).

This alleged disciplinary divide toward economic globalization is perhaps not surprising in light of the general and long-standing rift between the analytical tendencies of sociologists' and economists' that is noted by several scholars (Davern and Eitzen, 1995; Kalleberg, 1995; Swedberg, 1990). Commenting on the history of this divide, Kalleberg (1995) states that "from the 1930s to the 1970s, almost all work done by economists was produced without any contact whatsoever with sociologists' insights" (p. 1212). He explains that the division was "rooted in the disciplinary differences in approaches to the same subject matter that resulted from the ascendancy of neoclassical economic theory," which Kalleberg (1995) describes as a "highly abstract, deductive approach that self-consciously sacrifices much of the rich detail of economic and social activity in return for elegant and parsimonious mathematical models" (p. 1208). Kalleberg (1995) contrasts this particular theoretical paradigm with that of sociologists who tend to "reject assumptions such as the existence of atomized individualistic actors and competitive labor markets, and have infused economic theory with their own distinctive emphases on the power of workers, networks, opportunity, structures, and other forms of social embedded-ness" (p. 1211). The thrust of Kalleberg's (1995) assessment that economists tend to favor a simplified and mathematical style of analysis,

as compared to the more detailed and contextualized analytical style favored by sociologists, is corroborated by the observations of Swedberg (1990) and Davern and Eitzen (1995).

Despite these descriptions of the rift between sociologists' and economists' analytical tendencies, I could not locate any substantial, systematic, exploration of the extent to which this alleged divide is evident in these groups' analyses of globalization in general, or economic globalization, in particular. However, as mentioned above, I have noticed many scattered references (at times explicit and at times implied) to this disciplinary divide as it relates to analyses of globalization and economic globalization. For example, in expanding upon why "free trade is a target of growing anticapitalist and antiglobalization agitation among the young," economist Jagdish Bagwati (2002) implicates "many students in literature and sociology" because they are lost in "an 'endless horizon of meanings' without any anchor" (pp. 5-7). On the other hand, sociologist Lourdes Beneria (2003) states that despite some growing signs of openness, "the large majority of economists [at institutions such as the World Bank and IMF]... pursue their work while ignoring the need to deal with more epistemological questions that would lead them to ask about the meanings (social [and] human – in addition to economic) of their work" (p. 24). Political economist Dani Rodrik (1997) concurs with Beneria's (2003) sentiment and states that "economists' standard approach to globalization is to emphasize the benefits of the free flow of goods, capital, and ideas and to overlook the social tensions that may result" (p. 3). Former Chief Economist at the World Bank, Joseph Stiglitz (2003), voices a similar, but more specific criticism that "in some universities from which the IMF hires regularly, the core curricula involve [narrow

economic] models in which there is never any unemployment [accounted for]" (p. 35). Then again, the famous sociologist Mark Granovetter (1981) "criticizes sociologists for not taking (neoclassical) economists' ideas seriously enough, [and notes] that sociologists generally have no clearer notion of economics than economists have of sociology," as paraphrased by Kalleberg (1995, p. 1215).

There is clearly a perceived divide between the perspectives of sociologists and economists. Considering this perceived divide, I agree with Davern and Eitzen (1995) that sociologists and economists (including faculty) could benefit from a more open interdisciplinary debate "that stimulates and strengthens social theory, which in turn, allows for better policy recommendations" (p. 79). In exploring the attitudes of sociology and economics faculty toward economic globalization, I hope my research will on some level encourage and inform interdisciplinary communication surrounding this very important and controversy-ridden phenomenon.

Chapter 3: Methodology

The methods I used to elicit, collect, and analyze faculty attitudes toward aspects of modern economic globalization are detailed in this chapter, and the rationale underlying my chosen methodology are explained. I begin by describing and justifying the method I used to select and communicate with potential research participants. I then explain my survey design and provide my rationale for selecting it. Finally, I summarize and justify my data collection and analyses procedures.

Selection of and Communication with Potential Research Participants

I targeted sociology and economics faculty to participate in my survey research given the importance of understanding their attitudes toward economic globalization and the feasibility of communicating with them using their “school” email addresses, which are publicly provided on the web pages of their respective academic departments. The specific faculty population my research concerns is the 239 full-time sociology or economics faculty employed at Eastern Michigan University (EMU), Michigan State University (MSU), the University of Michigan, Ann Arbor (U of M), or Wayne State University (WSU), who are listed within these institutions’ respective web sites (Eastern Michigan University, 2008a; Eastern Michigan University, 2008b; Michigan State University, 2008; University of Michigan, 2008a; University of Michigan 2008b; Wayne State University, 2008a; Wayne State University, 2008b). In total, I requested the survey participation of 230 out of the 239 full-time sociology or economics faculty employed at EMU, WSU, MSU, or U of M, 95 of whom were sociology faculty (10 at EMU, 14 at

WSU, 32 at MSU, and 39 at U of M) and 135 of whom were economics faculty (9 at EMU, 14 at WSU, 44 at MSU, and 68 at U of M). Of the nine faculty in my target population who did not receive a request to participate in my research, three were omitted because they were directly involved with the design of my survey, and the other six did not receive the participation request I emailed to them because of complications with their email address listing. The rate of faculty members' participation on my survey is detailed in the following chapter on page 52.

On June 9, 2008, I made initial contact with the 230 potential participants in my survey by sending them a short "Introductory Email Message" using their "school" email accounts. In the "Introductory Email Message," I briefly introduced myself and the subject of my research, requested the participation of faculty members on my four-to-eight-minute survey, and provided a link to my online survey and "Formal Letter of Introduction and Informed Consent" that preceded it (see Appendix A for a copy of the "Introductory Email Message"). I chose to initiate contact with sociology and economics faculty in this manner based on my desire to request their participation in a non-obtrusive fashion; the "Introductory Email Message" I sent was concise out of respect for potential participants' time, and I provided a link to my survey as opposed to attaching a copy of it in order to minimize the amount of email account space my request occupied.

Once potential research participants opened my "Introductory Email Message" and clicked on the survey link provided, they encountered the "Formal Letter of Introduction and Informed Consent" (see Appendix C for a copy of this document). In the "Formal Letter of Introduction and Informed Consent," potential participants were given a more thorough introduction to the researcher and the research topic, provided

with further instructions about how they may participate if they wished to do so, reminded of their rights as survey participants, and exposed to all other required elements of informed consent listed on EMU's "Request for Human Subjects Approval" form (Eastern Michigan University, 2007). At the end of the letter, potential research participants were required to respond to the statement, "I have voluntarily made the decision to participate in the following survey and have a sufficient understanding of its purpose, as well as a clear understanding of my rights as a research participant." If a potential participant clicked on the response "Yes, I agree with the above statement and I wish to begin the survey," then he or she encountered the first page of the survey. If a potential participant clicked on the response "No, I wish to exit this survey," then he or she was automatically shown the final "Thank you" page of the survey and directed to exit.

Three days prior to the closing of my survey on June 19, I sent a "Reminder Email Message" to potential survey participants. In this message I expressed gratitude for the participation I had already received and reminded those faculty who had not yet completed the survey that I would welcome their participation in the following day or two as I would soon be closing the survey (see Appendix B for a copy of this message).

Survey Development, Design, and Rationale

In *Designing and Conducting Survey Research*, Rae and Parker (1992) explain that the use of survey methodology is most appropriate when the following research characteristics exist: the researcher is trying to gather primary data about a demographic group in a relatively limited period of time, specific questions or items about the research

topic can be concisely formulated, and an accessible sample of individuals exist whose perspectives are likely to reflect those of the larger research population. Based on these criteria, my use of survey methodology is appropriate considering that my research is concentrated on gathering primary data as opposed to analyzing secondary data, concerns a demographic population from which an adequately representative sample of individuals can be accessed, can be framed using specific questions or statements, and must be conducted in a relatively short period of time. Beyond using the insight I gathered from literature devoted to survey methodology such as that of Rae and Parker (1992), Schonlau, Fricker, and Elliot (2002), and Creswell (2003), the development and design of my survey was shaped by the suggestions of professors on my thesis committee who have had many years of experience evaluating and conducting research.

I chose to conduct my survey research using an online format because this allowed me to elicit survey participation and collect survey data in a highly time-efficient manner; I sent my “Introductory Email Message” with a link to my online survey instantly, and I received survey responses in my online data collection account as soon as they were submitted by respondents. Also, it was appropriate to use an online survey considering that the potential participants in my research are computer literate and generally use email and the internet very frequently.

With regard to the organization of my survey, once a research participant clicked the “Yes, I wish to begin the survey” response at the bottom of the Formal Letter of Introduction and Informed Consent, he or she encountered the first page of the survey featuring six items that sought the following demographic information about respondents: (1) age, (2) gender, (3) country of citizenship – U.S. or other, (4) faculty rank – assistant

professor, associate professor, full professor, or other, (5) faculty orientation – sociology faculty, economics faculty, or other, and (6) academic setting – Eastern Michigan University, Michigan State University, the University of Michigan, Wayne State University, or other. On page two of the survey, participants encountered six more demographic items that addressed their (1) undergraduate major(s), (2) Masters level concentration(s), (3) Doctoral level concentration(s), (4) racial/ethnic identity, (5) political party orientation, and (6) religious orientation. The inclusion of the demographic items in my survey was important because each item provided data corresponding with a potentially significant independent variable in my research such as gender (*GEN*) or faculty rank (*F.RANK*).

Following the demographics section of the survey were seventeen items that addressed four characteristics of economic globalization (see Appendix D for a copy of the survey). The first two of these items, found on page three, regarded the pace and extent of capital control removal in “developing” countries. The next two items, on page four, concerned the socio-economic effects associated with the expansion of transnational firms. Page five of the survey featured six items that each addressed the perceived socio-economic effect of NAFTA on a particular demographic group in the U.S.A. or Mexico. The sixth page of the survey contained four items concerning the adequacy and enforcement of NAFTA’s labor and environmental protection measures. The final three survey items, found on page seven, addressed the functioning of the World Bank, IMF, and WTO in shaping social and economic development. On the eighth and final page of the survey, I expressed my appreciation for survey respondents’ input and directed them to exit the survey.

I chose to focus my treatment of economic globalization on the aforementioned items because each represents an issue that is of great socio-economic consequence, is highly controversial, and is given a significant amount of attention by prominent analysts of economic globalization such as Berneria (2003), Bhagwati (2002), Cavanagh & Mander (2004), Friedman (1948-1990/2008), Moore (2003), Rodrik (1997), Soros (2002), and Stiglitz (2003). Furthermore, I limited my survey to addressing four particular characteristics of economic globalization based on the consensus evident in relevant literature that in order for the topic of economic globalization – an extremely complex and often vaguely-defined phenomenon – to be effectively analyzed it must be broken down into specific elements as this promotes analytical clarity (Guillen, 2001; Kellner, 2002; Soros, 2002). Finally, I chose to limit the scope of economic globalization addressed in my survey in order to keep the length of the survey manageable for potential survey participants. As Rea and Parker (1992) explain, it is important to make certain that a survey “is not so long and cumbersome to the respondent that it engenders a reluctance to complete the survey instrument, thereby jeopardizing the response rate” (p. 54).

Rea and Parker (1992) also assert that “as questions [or items] increase in complexity and difficulty of content, the questionnaire [or survey] may be perceived as being tedious and longer than it actually is” (p. 54). Considering the complexity of my research topic, I tried to be particularly sensitive to the danger that my survey might come off as tedious and/or confusing to potential research participants. In fact, I sought to increase the clarity of my survey by incorporating into its design logical groupings of survey items, sufficient introductory information about my research topic, adequate

definitions of potentially ambiguous or confusing terms (such as “capital controls,” “developing countries,” or “transnational firms), concise survey wording, and well structured response categories that corresponded logically with survey items.

In greater detail, I grouped survey items into five coherent survey sections labeled “Demographic information,” “Capital controls and the international movement of financial assets,” “The growth of transnational firms,” “The North American Free Trade Agreement (NAFTA),” and “The World Bank, International Monetary Fund, and World Trade Organization.” I also provided a concise introduction and set of directions preceding each survey section (except the “Demographic information” section), which was followed by a series of statements/items representing viewpoints toward the particular characteristic of economic globalization being addressed. Participants responded to these statements/items on a Likert-style scale such as “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “No strong opinion.” I used this survey format because I felt it was succinct, yet it provided enough structure and contextualization to minimize the confusion participants might experience when responding to items that surround such a complex phenomenon.

Data Collection and Analysis Procedures, and Rationale for their Use

One of the advantages of conducting my survey online was that I received participants’ responses instantaneously; as soon as they were submitted they appeared in my online data collection account. Moreover, I was able to electronically transfer the contents of participants’ responses from my data collection account onto a spreadsheet from which I began analyzing the survey data via SPSS statistical software. I decided to

use SPSS because I am familiar with the program's features, and it is well respected and commonly used by experienced researchers (Grimm & Yarnold, 1995; George & Mallery, 2006).

Of all the statistical analysis techniques available on SPSS, I chose to use multiple regression analysis (MRA) as my primary avenue of data analysis because I felt it would best enable me to measure the significance, direction, and strength of correlations between the independent variables and each dependent variable, which would in turn allow me to answer my research questions. More specifically, using MRA I was able to pinpoint any independent variables that did not significantly correlate with a given dependent variable and remove them from the regression equation, which is essentially a statistical description of the unique direction and strength of each significant independent variable's correlation with a given dependent variable (Grimm & Yarnold, 1995; George & Mallery, 2006). I also used MRA to uncover the percentage of variance in each dependent variable that is explained by the significant independent variable(s) (as designated by the R square value), the likelihood a given significant correlation is a product of chance (designated by the significant level), the direction and strength of each significant independent variable's *unique* correlation with a given dependent variable (as indicated by the partial correlation coefficient), and, when applicable, the extent of multiple independent variables' combined correlation with the dependent variable (as indicated by the Multiple R value). In addition, I highlighted the mean (or average) response to each survey item of the overall sample and that of every demographic group corresponding with a significant independent variable. For example, if faculty orientation (*F.OR*) was found to correlate with the nature of respondents' attitudes toward

the IMF (*INST.IMF*), the mean response toward *INST.IMF* of the entire sample, and that of sociology faculty versus economics faculty (due to *F.OR*'s significance), was noted.

The results of my data analysis are discussed in the chapter that follows.

Chapter 4: Data Findings

This chapter begins with a sequential account of my data analysis procedure and a description of my research sample size. A thorough explanation of how my research variables were created and coded is then provided, and, finally, the data findings related to each dependent variable are portrayed.

Sequence of Data Analysis

- (1) Survey data were coded numerically and separated into measurable variables appropriate for statistical analysis.
- (2) The relationship between the independent variables and each dependent variable was explored via multiple regression analysis (MRA) using SPSS statistical software. More specifically, the direction, strength, and significance of these relationships were determined by examining the Multiple-R values (when applicable), R-Square and Adjusted R-Square values, the significance levels (or p-values), and the partial correlation coefficients evident in each MRA.
- (3) Using the “Compare means” function of SPSS, the nature of faculty attitudes were further explored by determining the mean (or statistical average) response to each non-demographic survey item of the overall research sample and that of each significant demographic group. For example, if faculty orientation (*F.OR*) and gender (*GEN*) were found to correlate significantly with the nature of faculty attitudes toward the World Trade Organization (*INST.WTO*), I noted the mean response-values toward *INST.WTO* of the entire research sample, those of

sociology faculty versus economics faculty (due to *F.OR*'s significance), and those of male faculty versus female faculty (due to *GEN*'s significance).

Research Sample Size and Coding of Variables

I requested the survey participation of 230 sociology or economics faculty out of the entire population of 239 full-time sociology or economics faculty employed at Eastern Michigan University (EMU), Michigan State University (MSU), the University of Michigan, Ann Arbor (U or M), or Wayne State University (WSU) as of spring 2008 (Eastern Michigan University, 2008a; Eastern Michigan University, 2008b; Michigan State University, 2008; University of Michigan, 2008a; University of Michigan 2008b; Wayne State University, 2008a; Wayne State University, 2008b). Of the 230 faculty I asked to participate in my survey, 52 (or approximately 23%) submitted survey responses to me. This means that my research sample of 52 sociology or economics faculty was approximately 22% of the entire population of 239 full-time faculty members in these two disciplines at the aforementioned institutions.

Independent variables: Of the ten independent variables I had hoped to create using the demographic information gathered from my survey, I was unable to create and test those that addressed participants' country of citizenship ("U.S.A." or "Other"), academic setting ("EMU," "MSU," "U of M," "WSU," or "Other"), and political party orientation ("Libertarian," "Republican," "Democrat," "Green party," "Socialist," or "Other"). This is because I was unable to group an adequate number of survey participants into distinct categories based on their citizenship, academic setting, or

political party orientation. In each case, there were fewer than 10 participants representing categorical groupings related to these variables, which I consider to be insufficient.

I did, however, collect a sufficient amount of survey data to create seven independent variables that were tested in my data analysis. These variables include age, gender, faculty rank, faculty orientation, educational background, race/ethnicity, and religious orientation. The sample size and method of data coding that relates to each of these independent variables is described below.

(1) *Age group* (abbreviated *AGE*) divided respondents into two groups based on their age; those who identified themselves as being under 50 years of age were coded as “1’s” (21 respondents were in this group), and those who identified themselves as being 50 or more years of age were coded as “2’s” (31 respondents were in this group).

(2) *Gender* (abbreviated *GEN*) divided participants into two groups based on their gender; those who identified themselves as female were coded as “1’s” (17 respondents were in this group), and those who identified themselves as male were coded as “2’s” (35 respondents were in this group).

(3) *Faculty rank* (abbreviated as *F.RANK*) divided respondents into two groups based on their faculty rank; those who identified themselves as Assistant or Associate professors were coded as “1’s” (23 respondents were in this group), and those who identified themselves as Full professors were coded as “2’s” (26 respondents were in this group).

(4) *Faculty orientation* (abbreviated *F.OR*) divided participants into two groups based on faculty orientation; those who identified themselves as sociology faculty were

coded as “1’s,” and those who identified themselves as economics faculty were coded as “2’s”. Of the 52 respondents in the sample, 22 identified themselves as sociology faculty (or 22% of the 100 full time sociology faculty at EMU, MSU, U of M, or WSU) and 30 identified themselves as economics faculty (or approximately 22% of the 139 economics faculty at the aforementioned institutions).

(5) *Educational background* (abbreviated *EB*) divided respondents into three groups based on their educational background; those whose undergraduate major(s), master’s level concentration(s), and doctoral level concentration(s) were oriented exclusively toward sociology, anthropology, and/or criminology were coded as “1’s” signaling their “heavily sociology-related” educational background (12 respondents were in this group), those whose major(s) and concentration(s) were oriented exclusively toward economics, mathematics, and/or a hard science were coded as “3’s” signaling their “heavily economics-related” educational background (24 respondents were in this group), and those who did not fit the “heavily sociology-related” or “heavily economics-related” classifications were coded as “2’s” signaling their “mixed” educational background (16 respondents were in this group).

(6) *Race and ethnicity* (abbreviated as *RAC/ETH*) divided respondents into two groups based on their race and/or ethnicity; those who identified themselves with a racial or ethnic category *other than* “White, not of Hispanic origin” were coded as “1’s” (11 respondents were in this group), and those who identified themselves as “White, not of Hispanic origin” were coded as “2’s” (40 respondents were in this group).

(7) *Religious orientation* (abbreviated as *REL*) divided participants into two groups based on their religious orientation; those who identified themselves as an

“Atheist” or an “Agnostic” were coded as “1’s” (16 respondents were in this group), and those who identified themselves as “Christian,” “Islamic,” “Jewish,” “Buddhist,” or “Hindu” were coded as “2’s” (28 respondents were in this group).

Dependent variables: Faculty responses toward each of the seventeen survey items addressing economic globalization were used to create separate dependent variables. The sample size of participants whose responses were used to create each variable ranged from 39 to 52, with a mean sample size of 48. The data coding scheme and variable creation method I used for each dependent variable will be described in the next section prior to the explanation of data findings related to that particular dependent variable. As a note, readers of this document may benefit from reviewing the “Limitations and Delimitations of the Research” section that begins on page 17 at this point because it provides important insight related to the interpretation of my data findings.

Portrayal of Data Findings

Key data findings related to each of the seventeen dependent variables used in my research are provided in the following sections of this chapter. Each portrayal of data begins with an explanation of how a particular dependent variable was created and coded. Then, the mean (or average) response of the overall research sample to the survey item connected with that particular dependent variable is illustrated in a chart, along with the mean responses of each significant demographic group.

Next, a data table is provided that highlights the significance, strength, and direction of the corollary relationship(s) between the given dependent variable and any significant independent variable(s). In cases where multiple independent variables correlated significantly with the dependent variable, two different data tables are provided. The first relates to the combined corollary relationship of the significant independent variables with the dependent variable, while the second concerns the individual corollary relationship of each significant independent variable with the dependent variable.

For purposes of clarity, I elaborate on the data findings portrayed in the first mean chart and data table. However, in order to remain concise, I elaborate very little on the data portrayed in the mean charts and data tables following the first ones.

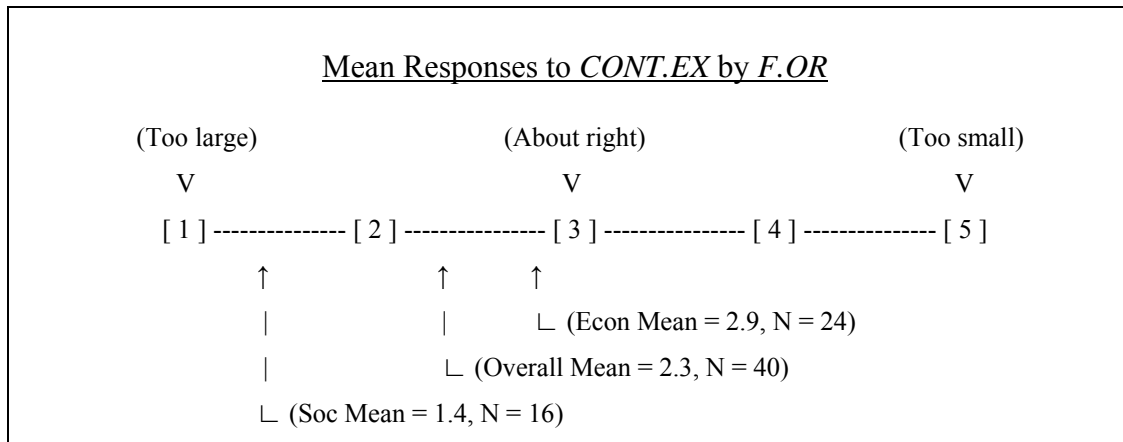
Data Findings: Perspectives toward Capital Control Reduction

(1) *The extent of capital control reduction in “developing” countries* (abbreviated *CONT.EX*) represents respondents’ opinions of whether “the *extent* to which capital controls have been reduced in ‘developing’ countries over the past quarter-century has generally been:” “Too large” (coded as a 1), “About right” (coded as a 3), or “Too small” (coded as a 5). Using multiple regression analysis (MRA), I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the extent of capital control reduction in “developing countries” (*CONT.EX*). As a reminder, faculty orientation (*F.OR*) represents whether respondents’ identified themselves as sociology faculty (coded as “1’s”) or economics faculty (coded as “2’s”).

The following observations concern the mean responses to *CONT.EX* shown in the graph below:

- The mean response of the entire sample (referred to as the “Overall Mean”) was 2.3, which approaches the half way point between the “About right” response designation (coded as 3) and the “Too large” designation (coded as 1).

- The mean response of sociology faculty was 1.4 and is closest to the “Too large” designation, while that of economics faculty was 2.9 and closest to the “About right” designation.



The following observations relate to the data table on the following page that highlights important findings concerning the relationship between faculty orientation (*F.OR*) and faculty attitudes toward the extent of capital control reduction in “developing” countries (*CONT.EX*):

- The partial correlation coefficient (or “Partial Corr.” in the table) of .520 represents the extent of the significant *positive* correlation between *F.OR* and *CONT.EX*.

- The *highly* significant nature of the corollary relationship between *F.OR* and *CONT.EX* is indicated by its significance level of .002, which means there is only a 0.2%

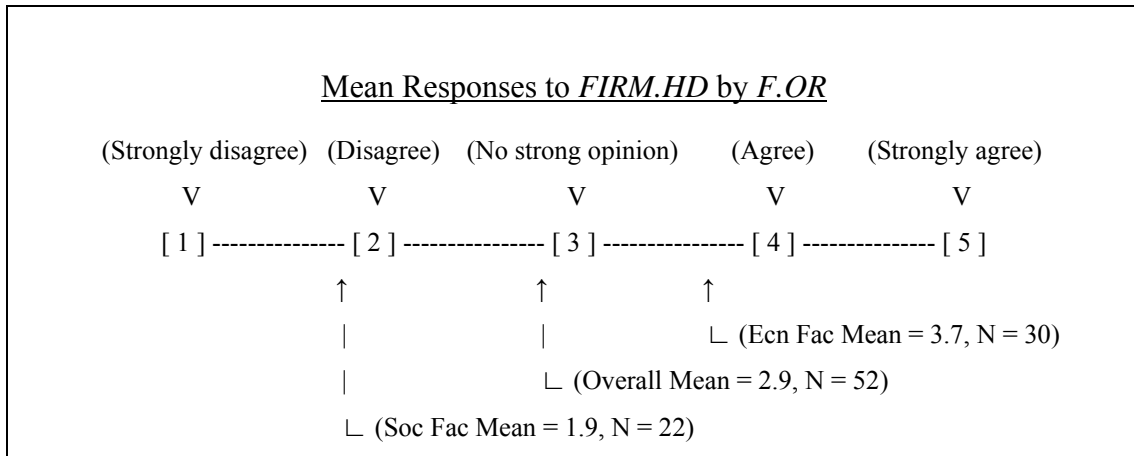
likelihood that the significant relationship between these two variables occurred by chance.

- *F.OR* explains approximately 27% of the variance in *CONT.EX* in the research sample (as indicated by the “R²” value of .270) and approximately 24.7% of the variance in *CONT.EX* in the population of all sociology and economics faculty at EMU, MSU, U of M, and WSU (as indicated by the Adjusted “R²” value of .247).

<u>Data Concerning <i>F.OR</i>'s Relationship with <i>CONT.EX</i></u>				
Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F. OR</i>	.520	.270	.247	.002

(2) *The pace of capital control reduction in “developing” countries* (abbreviated as *CONT.PA*) represents respondents’ opinions of whether “the *pace* at which capital controls have been reduced in ‘developing’ countries over the past quarter-century has generally been:” “Too fast” (coded as a 1), “About right” (coded as a 3), or “Too slow” (coded as a 5). Based on my multiple regression analysis (MRA), I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the pace of capital control reduction in “developing” countries (*CONT.PA*). The chart on the following page shows the mean response of the entire sample (or “Overall Mean”) and those of sociology faculty and economics faculty toward *CONT.PA*.

“Strongly Disagree,” 2 = “Disagree,” 3 = “No strong opinion,” 4 = “Agree,” and 5 = “Strongly Agree.” Based on my MRA, I found faculty orientation (*F.OR*) correlated significantly with faculty attitudes toward the growth of transnational firms as it relates to “highly developed” countries (*FIRM.HD*). The chart below shows the mean response of the entire sample, sociology faculty, and economics faculty to *FIRM.HD*.

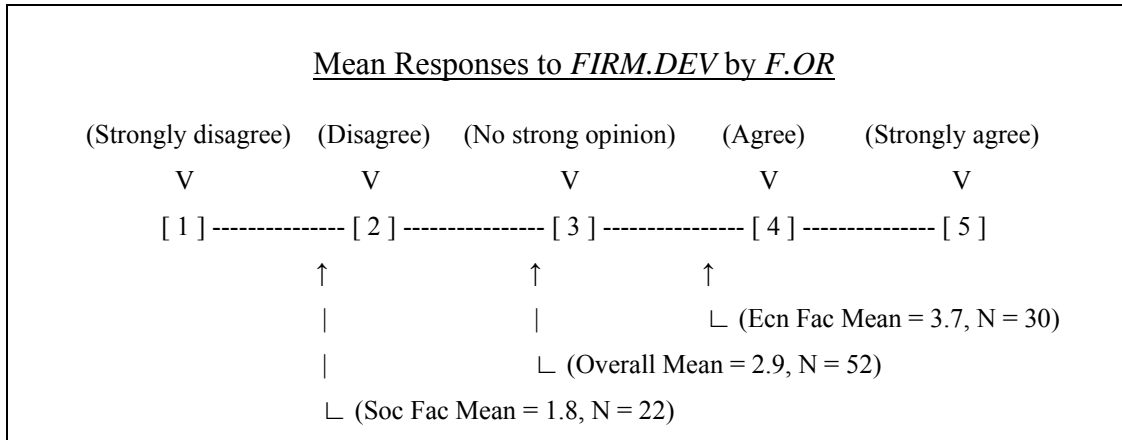


The table below shows key findings concerning the relationship between faculty orientation (*F.OR*) and faculty attitudes toward the growth of transnational firms as it relates to “highly developed” countries (*FIRM.HD*).

Data Concerning *F.OR*'s Relationship with *FIRM.HD*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.683	.467	.453	.000

(4) *The growth of transnational firms as it relates to “developing” countries* (abbreviated *FIRMS.DEV*) represents respondents’ level of agreement or disagreement with the statement that “Within ‘developing’ countries, the increased ownership of industry by transnational firms has generally been more socio-economically beneficial than harmful to society as a whole,” as measured on the following scale: 1 = “Strongly Disagree,” 2 = “Disagree,” 3 = “No strong opinion,” 4 = “Agree,” and 5 = “Strongly Agree.” Using MRA, I found that only faculty orientation (*F.OR*) correlated significantly with their attitudes toward the growth of transnational firms as it relates to “developing” countries (*FIRM.DEV*). The chart below shows the mean responses of the entire sample, sociology faculty, and economics faculty toward *FIRM.DEV*.



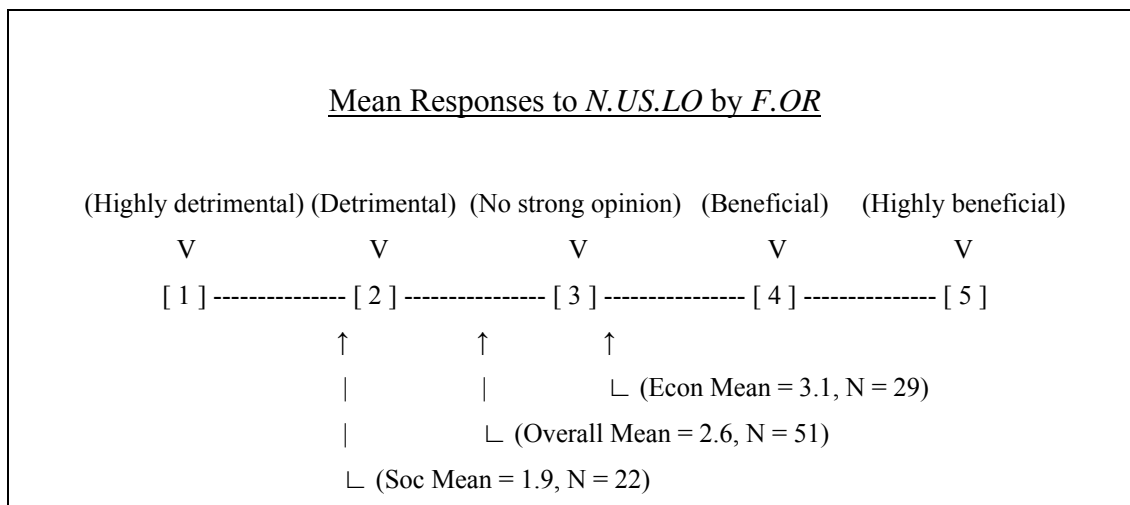
The data table on the following page highlights important findings concerning the relationship between faculty orientation (*F.OR*) and the nature faculty attitudes toward the growth of transnational firms as it relates to “developing” countries (*FIRM.DEV*).

Data Concerning *F.OR*'s Relationship with *FIRM.DEV*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.655	.429	.415	.000

Data Findings: The Perceived Effect of NAFTA on Various Demographics

(5) *The socio-economic effect of NAFTA on inhabitants of the U.S.A. with a relatively low-level of education* (abbreviated *N.US.LO*) represents respondents' opinions of how beneficial or detrimental the long-term socioeconomic effects of NAFTA will be on "inhabitants of the U.S.A. whose education levels are in the *lower* third of all persons living in the country and their dependents," as measured on the following scale: 1 = "Highly detrimental," 2 = "Detrimental," 3 = "No strong opinion," 4 = "Beneficial," 5 = "Highly beneficial." Based on my MRA, I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of the U.S.A. with a relatively low-level of education (*N.US.LO*). The chart on the following page shows the mean responses of the entire sample, sociology faculty, and economics faculty to *N.US.LO*.



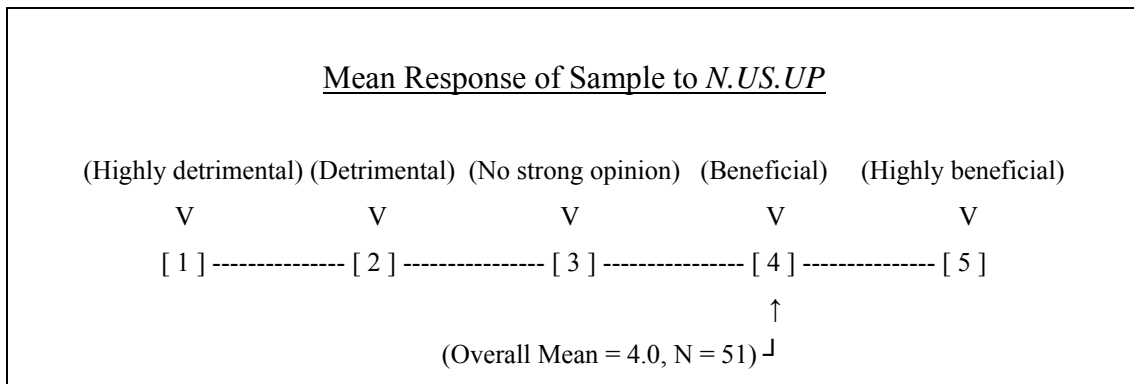
The data table below reveals important findings concerning the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of the U.S.A. with relatively low-levels of education (*N.US.LO*).

Data Concerning *F.OR*'s Relationship with *N.US.LO*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.492	.242	.223	.001

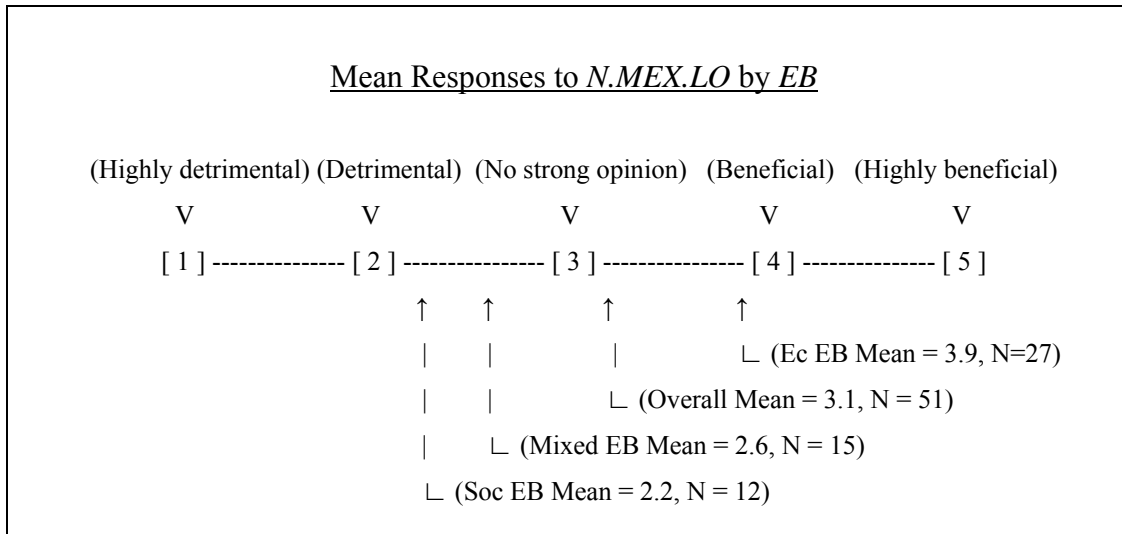
(6) *The socio-economic effect of NAFTA on inhabitants of the U.S.A. with a mid-level education* (abbreviated *N.US.MID*) represents respondents' opinions of how beneficial or detrimental the long-term socioeconomic effects of NAFTA will be on "inhabitants of the U.S.A. whose education levels are in the *middle* third of all persons living in the country and their dependents," as measured on the following scale: 1 = "Highly detrimental," 2 = "Detrimental," 3 = "No strong opinion," 4 = "Beneficial," 5 =

“inhabitants of the U.S.A. whose education levels are in the *upper* third of all persons living in the country and their dependents,” and was measured on the following scale: 1 = “Highly detrimental,” 2 = “Detrimental,” 3 = “No strong opinion,” 4 = “Beneficial,” 5 = “Highly beneficial.” Based on my MRA, I found that no independent variables correlated significantly with faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of the U.S.A. with a high-level of education (*N.US.UP*). The chart below shows the mean response of the entire sample toward *N.US.MID*.



(8) *The socio-economic effect of NAFTA on inhabitants of Mexico with a relatively low-level of education* (abbreviated *N.MEX.LO*) represents respondents’ opinions of how beneficial or detrimental the long-term socioeconomic effects of NAFTA will be on “inhabitants of *Mexico* whose education levels are in the *lower* third of all persons living in the country and their dependents,” and was measured on the following scale: 1 = “Highly detrimental,” 2 = “Detrimental,” 3 = “No strong opinion,” 4 = “Beneficial,” 5 = “Highly beneficial.” Using multiple regression analysis (MRA), I found that only educational background (*EB*) correlated significantly with the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with a low-level of education (*N.MEX.LO*). As a reminder, educational background (*EB*)

represents whether respondents' educational background is highly oriented toward sociology and related disciplines (coded as "1's"), mixed (coded as "2's"), or highly oriented toward economics and related disciplines (coded as "3's"). The chart below reveals the mean responses toward *N.US.MID* of the entire sample, faculty with a "highly sociology-related" *EB*, faculty with a "mixed" *EB*, and faculty with a "highly economics-related" *EB*.

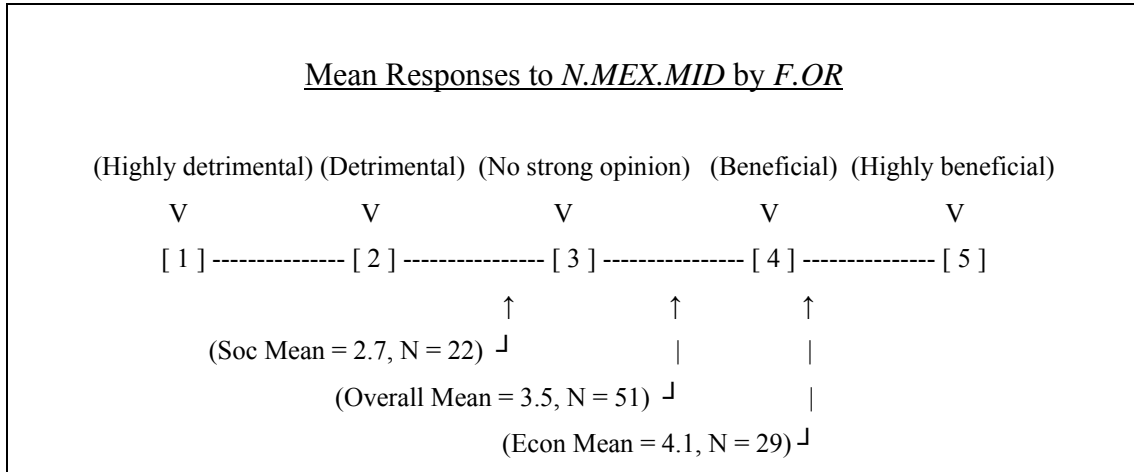


The table below reveals data concerning the relationship between respondents' educational background (*EB*) and the nature of their attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with low education levels (*N.MEX.LO*).

Data Concerning *EB*'s Relationship with *N.MEX.LO*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>EB</i>	.503	.253	.235	.001

(9) *The socio-economic effect of NAFTA on inhabitants of Mexico with a mid-level education* (abbreviated *N.MEX.MID*) represents respondents' opinions of how beneficial or detrimental the long-term socioeconomic effects of NAFTA will be on "inhabitants of Mexico whose education levels are in the *middle* third of all persons living in the country and their dependents," as measured on the following scale: 1 = "Highly detrimental," 2 = "Detrimental," 3 = "No strong opinion," 4 = "Beneficial," 5 = "Highly beneficial." Using MRA, I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with a mid-level education (*N.MEX.MID*). The chart below shows the mean responses of the entire sample, sociology faculty, and economics faculty toward *N.MEX.MID*.

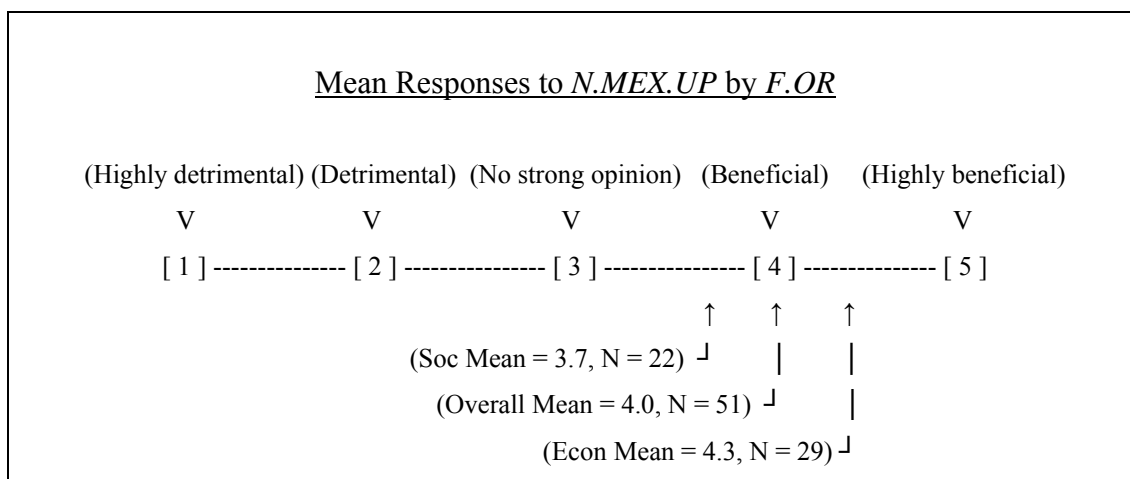


The table on the following page highlights data concerning the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with a mid-level education (*N.MEX.MID*).

Data Concerning *F.OR*'s Relationship with *N.MEX.MID*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.599	.359	.343	.000

(10) *The socio-economic effect of NAFTA on inhabitants of Mexico with an upper-level education* (abbreviated *N.MEX.UP*) represents respondents' opinions of how beneficial or detrimental the long-term socioeconomic effects of NAFTA will be on "inhabitants of Mexico whose education levels are in the *upper* third of all persons living in the country and their dependents," as measured on the following scale: 1 = "Highly detrimental," 2 = "Detrimental," 3 = "No strong opinion," 4 = "Beneficial," 5 = "Highly beneficial." Based on my MRA, I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with an upper-level education (*N.MEX.UP*). The chart below shows the mean responses of the entire sample, sociology faculty, and economics faculty toward *N.MEX.UP*.



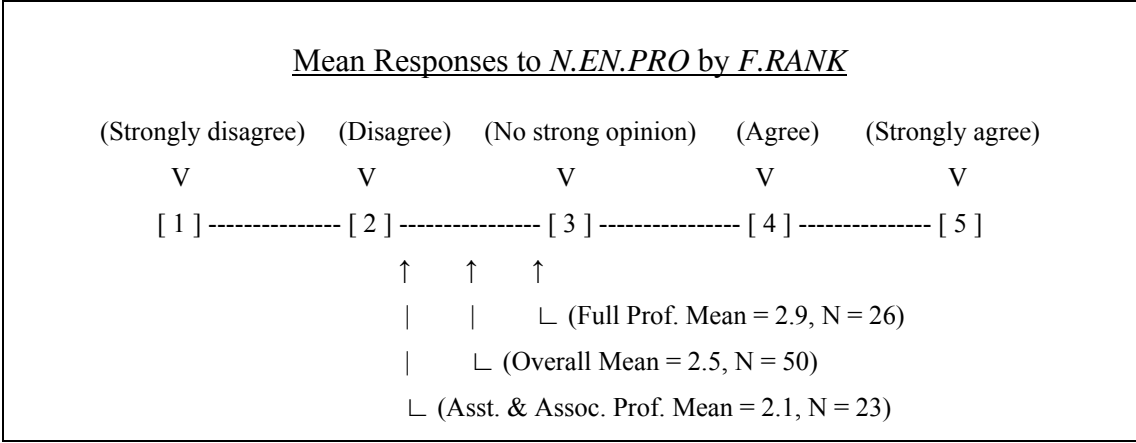
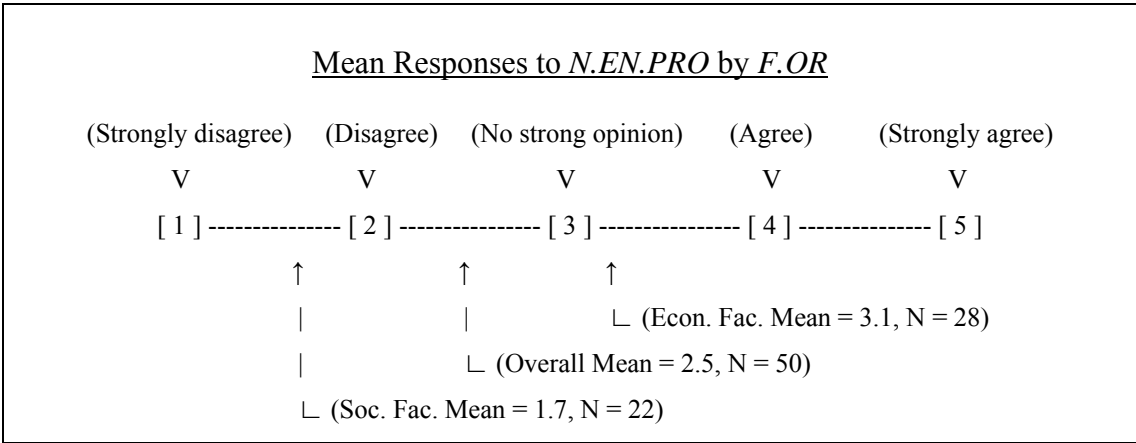
The data table below reveals important findings concerning the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the socio-economic effect of NAFTA on inhabitants of Mexico with an upper-level education (*N.MEX.UP*).

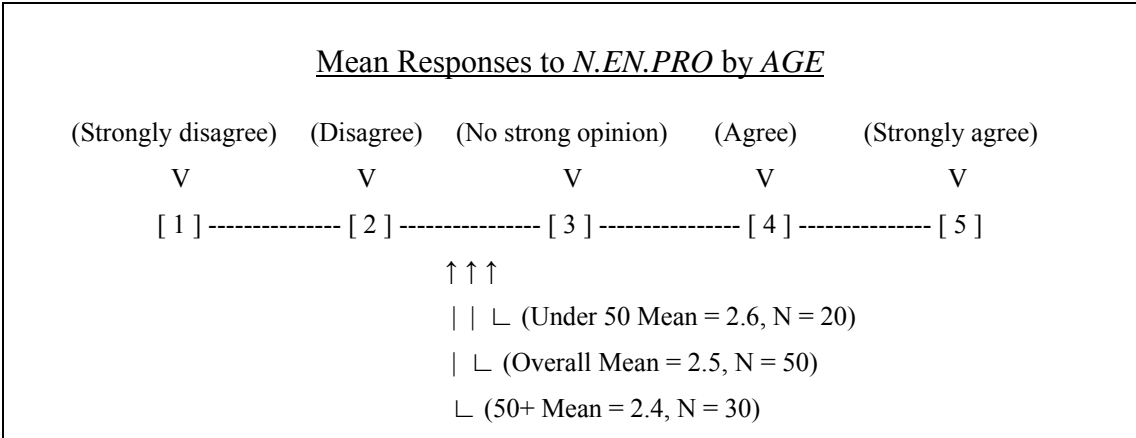
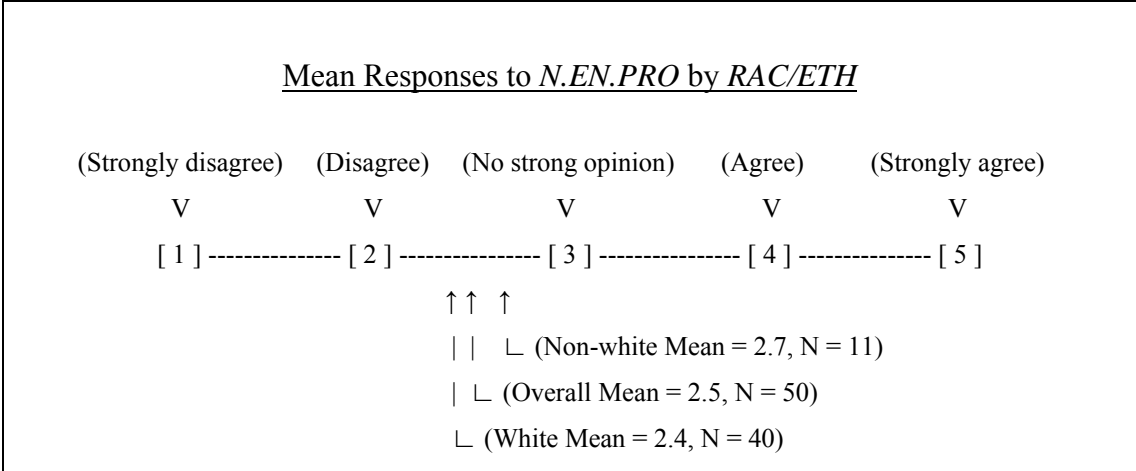
<u>Data Concerning <i>F.OR</i>'s Relationship with <i>N.MEX.UP</i></u>				
Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.313	.098	.076	.043

Data Findings: Perceptions of NAFTA's Environmental and Labor Protections

(11) *NAFTA's environmental protection provisions* (abbreviated *N.EN.PRO*) represents respondents' level agreement or disagreement with the statement "NAFTA includes adequate provisions for the protection of the environment," as measured on the following scale: 1 = "Strongly Disagree," 2 = "Disagree," 3 = "No strong opinion," 4 = "Agree," and 5 = "Strongly Agree." Using multiple regression analysis (MRA), I found that respondents' faculty orientation (*F.OR*), faculty rank (*F.RANK*), race/ethnicity (*RAC/ETH*), and age group (*AGE*) all correlated significantly with the nature of their attitudes toward NAFTA's environmental protection provisions (*N.EN.PRO*). As a reminder, *F.RANK* represents whether respondents identified themselves as Assistant/Associate professors (coded as "1's") or Full professors (coded as "2's"),

RAC/ETH represents whether they identified their race/ethnicity as *other than* “White, not of Hispanic origin” (coded as “1’s”) or “White, not of Hispanic origin” (coded as “2’s”), and *AGE* represents whether they identified as being under fifty years of age (coded as “1’s”) or fifty and over (coded as “2’s”). The following four charts show the mean responses of participants toward *N.EN.PRO* by *F.OR*, *F.RANK*, *RAC/ETH*, and *AGE*, respectively.





The data table on the following page highlights important findings concerning the *combined* relationship of all four significant independent variables with *N.EN.PRO*. The Multiple R value (or “R”) of .653 shown below represents the extent (but not direction) of the correlation between *N.EN.PRO* and the *combination* of *F.OR*, *F.RANK*, *RAC/ETH*, and *AGE*. Also, the R-square value, Adjusted R-square value, and Significance level all refer to combined relationship of the four significant independent variables with *N.EN.PRO*.

Significant Independent Variables' Combined Relationship with *N.EN.PRO*

<u>Independent Variables</u>	<u>R</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig.</u>
<i>F.OR + F.RANK + RAC/ETH + AGE</i>	.653	.427	.365	.000

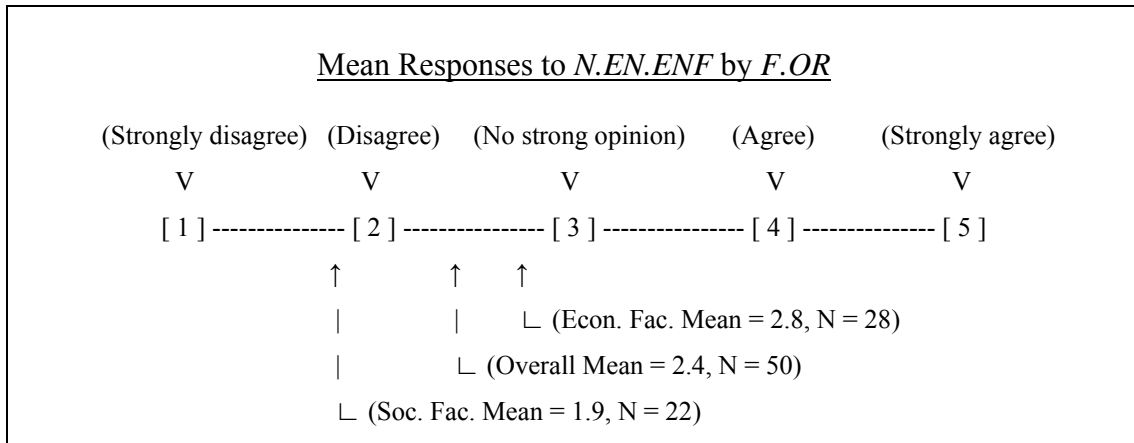
The data table below portrays key findings concerning each significant independent variable's unique contribution to the multiple regression (or MR) of *N.EN.PRO*.

Independent Variables' Separate Contributions to *N.EN.PRO*'s MR

<u>Significant Independent Variables'</u>	<u>Partial Corr.</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig</u>
<i>F.OR</i> 's Contribution	.495	.176	.155	.001
<i>F.RANK</i> 's Contribution	.506	.080	.062	.001
<i>RAC/ETH</i> 's Contribution	-.365	.088	.075	.022
<i>AGE</i> 's Contribution	-.356	.083	.073	.026

(12) *Enforcement of NAFTA's environmental protections* (abbreviated *N.EN.ENF*) represents respondents' level of agreement or disagreement that "NAFTA's environmental protection measures have been adequately *enforced*," as measured on the following scale: 1 = "Strongly Disagree," 2 = "Disagree," 3 = "No strong opinion," 4 = "Agree," and 5 = "Strongly Agree." Based on my MRA, only faculty orientation (*F.OR*) correlated significantly with faculty attitudes toward the enforcement of NAFTA's

environmental protections (*N.EN.ENF*). The chart below reveals the mean responses of the entire sample, sociology faculty, and economics faculty toward *N.EN.ENF*.



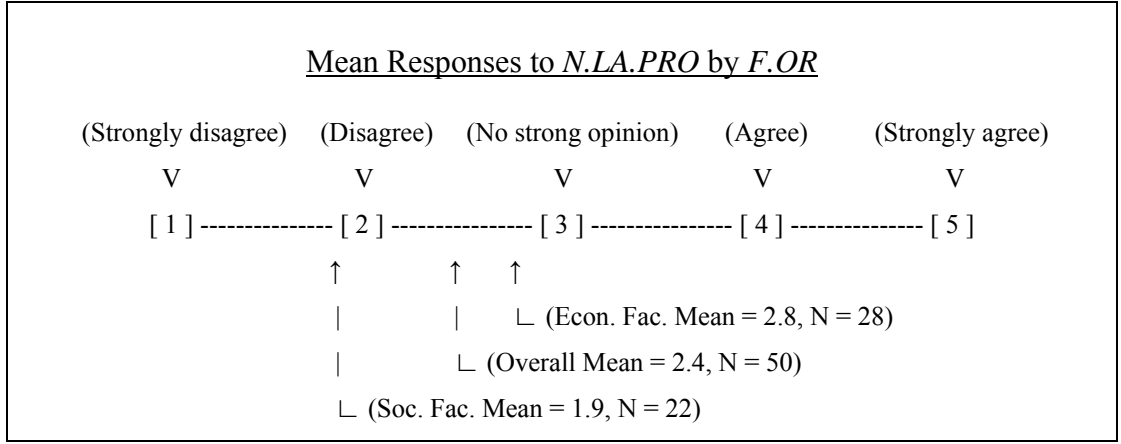
The data table below shows important findings that concern the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the enforcement of NAFTA’s environment protection provisions (*N.EN.ENF*).

Data Concerning *F.OR*’s Relationship with *N.EN.ENF*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.452	.204	.184	.003

(13) *NAFTA’s provisions for protecting laborers* (abbreviated *N.LA.PRO*) represents respondents’ level of agreement or disagreement with the statement that “NAFTA includes adequate provisions for protecting the rights of laborers,” as measured on the following scale: -2 = “Strongly Disagree,” -1 = “Disagree,” 0 = “No strong opinion,” 1 = “Agree,” and 2 = “Strongly Agree.” Using MRA, I found that only faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the

adequacy of NAFTA’s labor protection provisions (*N.LA.PRO*). The chart below reveals the mean responses of the entire sample, sociology faculty, and economics faculty toward *N.LA.PRO*.



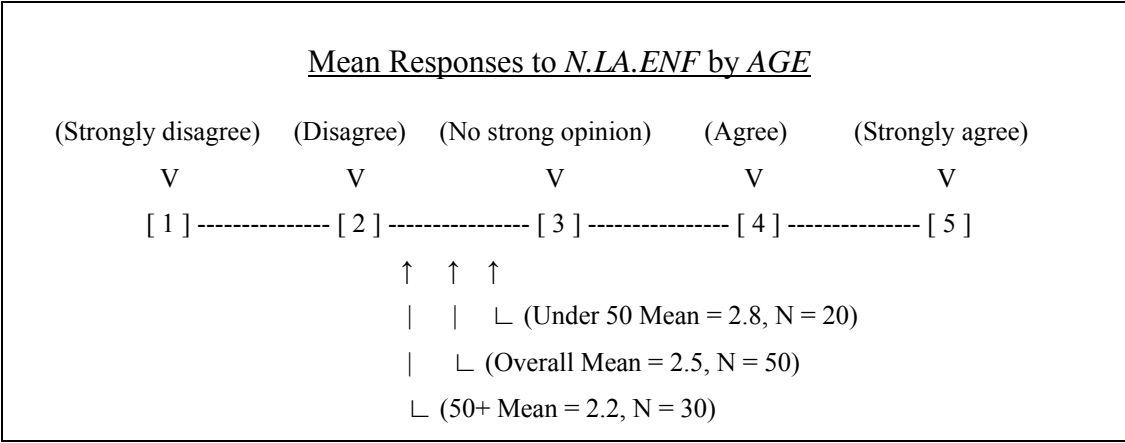
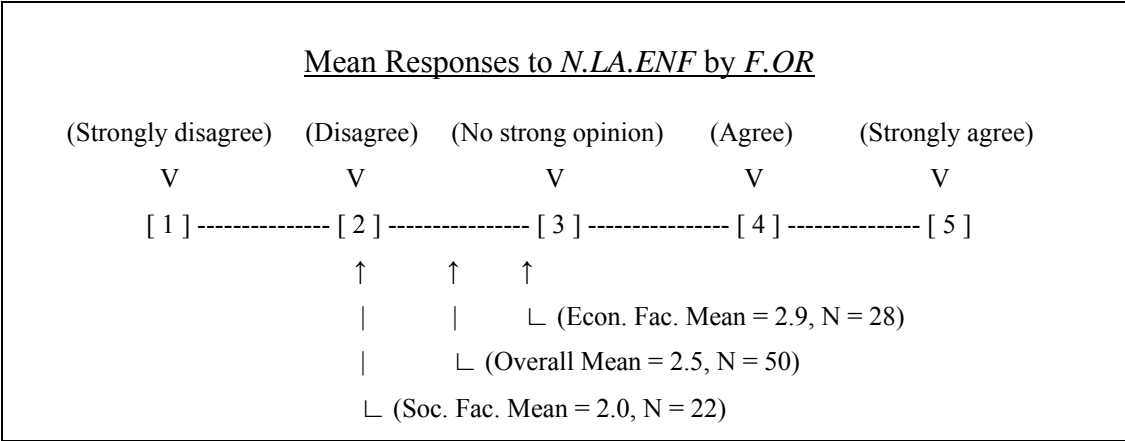
The data table below highlights important findings that concern the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the adequacy of NAFTA’s labor protection provisions (*N.LA.PRO*).

Data Concerning *F.OR*’s Relationship with *N.LA.PRO*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.541	.292	.275	.000

(14) *Enforcement of NAFTA’s Labor Protections* (abbreviated *N.LA.ENF*) represents respondents’ level of agreement or disagreement with the statement that “NAFTA’s labor protection measures have been adequately *enforced*,” as measured on the following scale: 1 = “Strongly Disagree,” 2 = “Disagree,” 3 = “No strong opinion,” 4

= “Agree,” and 5 = “Strongly Agree.” Based on my MRA, faculty orientation (*F.OR*) and age (*AGE*) correlated with respondents’ attitudes toward the enforcement of NAFTA’s labor protections (*N.LA.ENF*). The charts below show the mean responses of participants’ to *N.LA.ENF* by *F.OR*, and *AGE*, respectively.



The data table on the following page highlights important findings concerning the *combined* relationship of the two significant independent variables with *N.LA.ENF*.

Significant Independent Variables’ Combined Relationship with *N.LA.ENF*

<u>Independent Variables Combined</u>	<u>R</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig.</u>
<i>F.OR + AGE</i>	.500	.250	.212	.004

The data table below portrays key findings concerning each significant independent variable’s unique contribution to the multiple regression (or MR) of *N.LA.ENF*.

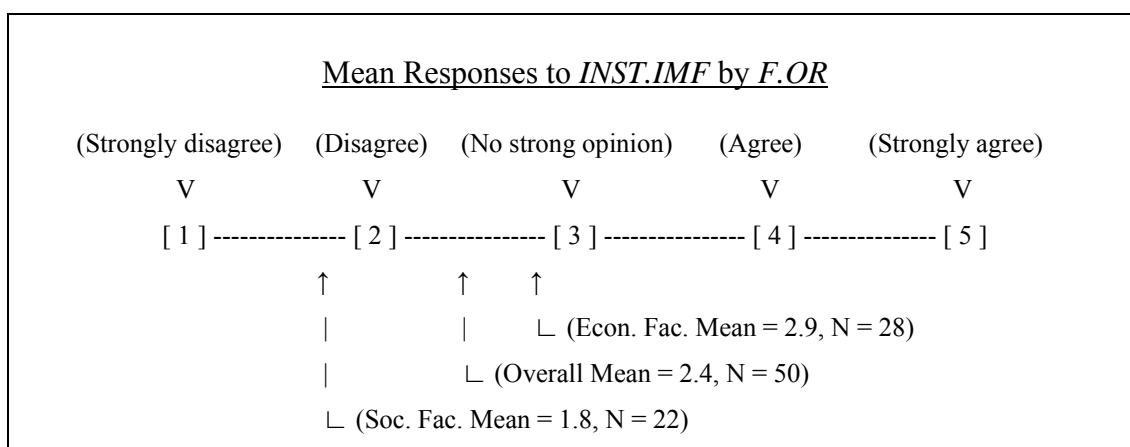
Independent Variables’ Separate Contributions to *N.LA.ENF*’s MR

<u>Significant Independent Variables</u>	<u>Partial Corr.</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig</u>
<i>F.OR</i> ’s Contribution	.446	.166	.145	.003
<i>AGE</i> ’s Contribution	-.317	.084	.067	.043

Data Findings: Perspectives toward the World Bank, IMF, and WTO

(15) *The functioning of the World Bank* (abbreviated *INST.WB*) represents respondents’ level of agreement or disagreement with the statement that “Over the past quarter-century, the World Bank has been a primarily beneficial force in aiding healthy socio-economic development within “developing” countries,” as measured on the following scale: 1 = “Strongly Disagree,” 2 = “Disagree,” 3 = “No strong opinion,” 4 = “Agree,” and 5 = “Strongly Agree.” Using MRA, I found that only educational

measured on the following scale: 1 = “Strongly Disagree,” 2 = “Disagree,” 3 = “No strong opinion,” 4 = “Agree,” and 5 = “Strongly Agree.” Using multiple regression analysis (MRA), I found that faculty orientation (*F.OR*) correlated significantly with the nature of faculty attitudes toward the functioning of the IMF (*INST.IMF*). The chart below reveals the mean responses of the entire sample, sociology faculty, and economics faculty toward *INST.IMF*.

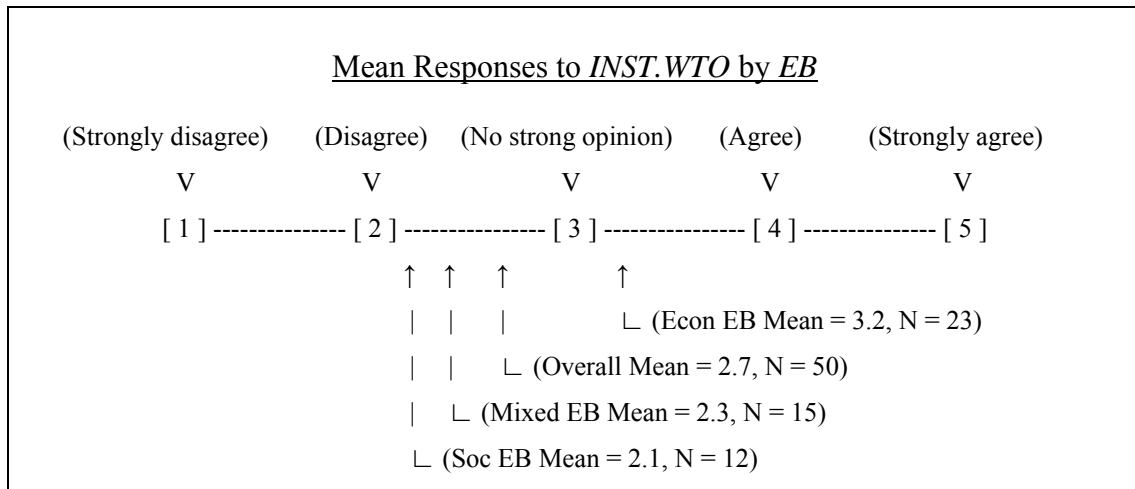


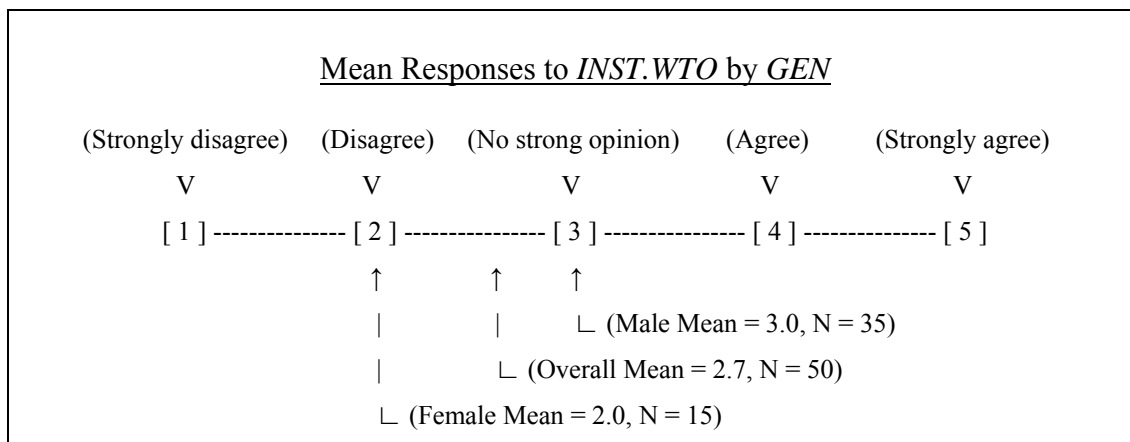
The data table below highlights important data concerning the relationship between faculty orientation (*F.OR*) and the nature of faculty attitudes toward the functioning of the IMF (*INST.IMF*).

Data Concerning *F.OR*'s Relationship with *INST.IMF*

Independent Variable(s)	Partial Corr.	R ²	Adj. R ²	Sig.
<i>F.OR</i>	.479	.229	.210	.001

(17) *The functioning of the World Trade Organization or WTO* (abbreviated *INST.WTO*) represents respondents' level of agreement or disagreement with the statement that "the WTO does a good job balancing the economic interests of less privileged groups (poor and middle-income individuals, as well as "developing" countries) with those of more privileged groups (wealthy individuals, as well as "highly developed" countries)," and is measured on the following scale: 1 = "Strongly Disagree," 2 = "Disagree," 3 = "No strong opinion," 4 = "Agree," and 5 = "Strongly Agree." Using MRA, I found educational background (*EB*) and gender (*GEN*) correlated significantly with the nature of respondents' attitudes toward the functioning of the WTO (*INST.WTO*). As a reminder, *GEN* represents whether respondents identified themselves as female (coded as "1's") or male (coded as "2's"). The two following charts depict the mean responses of faculty to *INST.WTO* by *EB*, and *GEN*.





The data table below reveals important findings concerning the *combined* relationship of both significant independent variables with *INST.WTO*.

Significant Independent Variables' Combined Relationship with *INST.WTO*

<u>Combined Independent Variables</u>	<u>R</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig.</u>
<i>EB + GEN</i>	.511	.261	.223	.003

The table below portrays key findings concerning each significant independent variable's unique contribution to the multiple regression (or MR) of *INST.WTO*.

Independent Variables' Separate Contributions to *INST.WTO*'s MR

<u>Independent Variable</u>	<u>Partial Corr.</u>	<u>R²</u>	<u>Adj. R²</u>	<u>Sig</u>
<i>EB</i> 's Contribution	.370	.170	.149	.017
<i>GEN</i> 's Contribution	.332	.091	.074	.034

Chapter V: Conclusion

As the conclusion of my thesis, this chapter begins by comparing my research hypotheses with the data findings. It then elaborates on the significance of these findings, and, finally, it highlights questions related to my research topic that merit further exploration.

Comparison of Research Hypotheses and Data Findings

Understanding the direction and strength of any significant correlations between the independent variables and each dependent variable is central to adequately comprehending my research hypotheses and data findings. In order to make sense of the directionality of these correlations, it is necessary to be familiar with the way in which the variables were numerically coded. Detailed descriptions of my variable coding scheme can be found on pages 53 through 54 for the independent variables, and pages 5 through 8 for the dependent variables.

Before I conducted my research, I hypothesized that respondents' educational background (*EB*) and political party orientation (*POL*) would correlate positively with the nature of their attitudes toward all 17 aspects of economic globalization explored in my research (the dependent variables) to either a marginally or highly significant extent (that is, at a significance level of .05 or lower). I also predicted that faculty orientation (*F.OR*) would initially correlate significantly with each dependent variable but would not exhibit a *unique* significant relationship with any dependent variables once its collinear relationship with educational background was accounted for.

Unfortunately, due to an insufficient size sample of respondents who could be grouped according to their political party orientation, I could not test the relationships between political party orientation and each dependent variable. However, as predicted, my statistical analysis did reveal that faculty orientation and educational background were highly inter-correlated with regard to the multiple regression analysis of each dependent variable. Yet, contrary to my projection, once co-linearity was accounted for, faculty orientation was found to have a significant *unique* correlation with the majority of dependent variables (13 of 17 to be exact), and educational background was found to have a significant *unique* correlation with only three dependent variables. In total, 16 of the 17 dependent variables had significant unique correlations with either faculty orientation or educational background.

My prediction that the direction of any significant corollary relationship between educational background (*EB*) and the dependent variables or faculty orientation (*F.OR*) and the dependents variables would be positive was supported by the data findings; *F.OR* had a significant positive correlation with 13 dependent variables, and *EB* had a significant positive correlation with 3 dependent variables. Considering my coding scheme, this means that the general attitude of sociology faculty toward 13 aspects of economic globalization was significantly less congruent with “market-fundamentalism” than that of economics faculty. Also, faculty members with a “highly sociology-related” educational background (and to a lesser extent those with a “mixed” educational background) were significantly less oriented toward “market-fundamentalist” responses toward three aspects of economic globalization than those with a “highly economics-related” educational background. The relevance of the relationship between faculty

orientation and the 13 dependent variables it correlated significantly with will be highlighted in the section that follows because it is of central significance. For additional information about the relationship between educational background (*EB*) and each of three dependent variables it correlated significantly with (*N.MEX.LO*, *INST.WB*, and *INST.WTO*), refer to pages 64, 74, and 76, respectively.

Relevance of the Data Findings

Investigating the controversies surrounding modern economic globalization is highly important because this phenomenon represents the increasingly globally integrated economic reality we live in and the complex set of consequences that accompany this reality. Additionally, modern economic globalization is a significant subject of study because it is a phenomenon of our own creation, and regardless of whether its consequences are intended or unintended, as humans we will determine the shape of economic globalization to come. Considering that modern economic globalization has a substantial and controversial impact on human life, it is vital that initiatives surrounding this phenomenon are informed by comprehensive analyses of the relevant tensions and opportunities economic globalization engenders.

I chose to focus my research on the perspectives of sociology and economics faculty based partially on my realization that these demographic groups have a unique ability to shape the dialog and influence policy-making surrounding economic globalization. In greater detail, their position often affords them influence in the political realm as analysts and advisers, influence in the realm of academic and public discourse as authors of relevant research and analysis, and influence in the classroom as they shape

how their students interact with the topic (Beneria, 2004; Bhagwati, 2002; Kingdon, 2004; Rodrik, 1997).

Also, I decided to target the attitudes of sociology and economics faculty toward modern economic globalization based on the rift alleged to exist between the perspectives of these two groups toward this subject; this divide merits investigation. Regarding this alleged divide, I must first emphasize that a complex and nuanced variety of opinions toward economic globalization are held by sociologists and economists. However, many scholars addressing economic globalization assert (sometimes implicitly and sometimes explicitly) that despite this complexity of opinion, a pattern exists regarding the nature of analysts' perspectives (Beneria, 2003; Bhagwati, 2002; Kellner, 2002; Rodrik, 1997; Stiglitz, 2003). Allegedly, sociologists who are often highly oriented toward a socio-cultural investigation of modern economic globalization tend to view the socio-economic ramifications of its primary characteristics (i.e. the growth of global financial markets, the proliferation of transnational corporations, the implementation of free-trade agreements, and the functioning of World Bank, IMF, and WTO) in a more negative light than economists who are more often oriented toward a heavily economic investigation of this phenomenon (Beneria, 2003; Cavanagh & Mander, 2004; Kellner, 2002; Rodrik, 1997; Soros, 2002; Stiglitz, 2003). More congruent with the alleged "sociologist perspective" is the economic philosophy I refer as "market interventionism" in which substantial government intervention is seen as necessary in order to promote economic stability, establish (and enforce) adequate business standards, mitigate stratification, and/or protect some basic services (i.e. health care and education) and resources (i.e. water and land preserves) from the whims of the free-market. The alleged "economist

perspective,” on the other hand, is more congruent with the economic philosophy of “market fundamentalism” in which the unfettered free-market mechanism is believed to best promote economic growth and improve living standards.

The multiple regression analysis of my survey data *did* reveal a statistically significant difference between the perspectives of sociology faculty and those of economics faculty (as measured by *F.OR*) in my sample on 13 of the 17 dependent variables; the difference was *highly* significant (that is, below a .01 significance level) on 12 of these dependent variables. In order to clearly communicate the nature of this divide, I will now contrast the mean (or average) responses of sociology and economics faculty toward several aspects of economic globalization addressed in my survey by noting the response designation (i.e. “Disagree” vs. “Agree”) with which these groups’ mean responses most closely correspond. Sociology faculty (on average) viewed the extent of capital control reduction in “developing” countries as “Too large” and the pace of capital control reduction as “Too fast,” while economics faculty (on average) viewed both the extent and pace of capital control reduction as “About right”; sociology faculty *disagreed* with the assertion that the increased ownership of industry by transnational firms has been socio-economically beneficial in “highly developed” and “developing” countries, while economics faculty *agreed* with this assertion; sociology faculty considered the long-term socio-economic effects of NAFTA on inhabitants of the U.S.A. with low education levels to be “Detrimental,” while economics faculty viewed them as “Beneficial”; sociology faculty *disagreed* that NAFTA’s labor and environmental protection measures are adequate and have been adequately enforced, while economics faculty had “No strong opinion” (the neutral value on the response scale) toward these

sentiments; and finally, sociology faculty *disagreed* that the IMF has done a good job aiding healthy socio-economic development in “developing” countries over the past quarter-century, while economics faculty had “No strong opinion” toward this assertion.

Though these findings do indicate that a substantial divide exists between the perspectives of sociology and economics faculty at EMU, MSU, U of M, and WSU toward several aspects of economic globalization, it does not follow that this divide necessarily exists on a wider geographic scale, but, rather, my data findings strengthen the position that a larger disciplinary divide *may* exist and should be investigated. *If* a widespread divide exists between sociologists’ and economists’ perspectives toward economic globalization, it is important for the divergent viewpoints of each group to be thoroughly understood and considered so that a well-informed dialog can take place that would hopefully inform relevant analysis and policy recommendations. More specifically, the existence of an overarching disciplinary divide would signal the need for sociology and economics faculty who explore economic globalization to adequately understand the viewpoints of faculty on the other side of the “divide” and pursue cross-disciplinary dialog in which they grapple with the potential merits of viewpoints that differ from their own. This, in turn, would hopefully lead faculty to a more comprehensive understanding of the complexities, tensions, opportunities, and policy alternatives surrounding modern economic globalization. Finally, assuming a disciplinary divide does exist, national and international institutions that create policy and/or promote “development” (i.e. the U.S. Federal Government, the IMF, and the WTO) would benefit from recognizing that relevant, yet divergent, perspectives toward economic globalization are held by economists *and* sociologists (and analysts from other

disciplines), and that considering these diverse perspectives may shed further light on the wide-ranging ramifications of policy decisions.

Relevant Questions that Merit Further Exploration

The nature of my survey research is exploratory in the sense that the general topic it addresses – the perspectives of academics and professionals toward economic globalization – has not previously been systematically analyzed, at least according to my review of the relevant literature. As such, there are numerous un-researched questions surrounding the topic that merit further exploration.

Perhaps the most closely related question to my research that should be investigated is whether (and in what ways) the divide in the perspectives of economics and sociology faculty that was evident in my research is representative of a more large-scale disciplinary divide. For example, it is important to examine whether (and to what extent) this disciplinary divide exists within the United States as a whole. As noted above, if a large-scale disciplinary divide is found to exist, it becomes highly important to explore the extent of interdisciplinary discourse surrounding economic globalization and the extent to which the divergent perspectives of economists and sociologists are considered within policy-making and “development” organizations.

Also, the perspectives toward economic globalization of demographic groups other than sociology and economics faculty represent an area of research that merits exploration. For example, considering that political scientists and anthropologists also contribute to the debate and policy-making processes surrounding economic globalization, the nature of their perspectives toward this phenomenon is an important

subject of inquiry. In addition, on a more general level, it is highly important to analyze public attitudes toward modern economic globalization as the lives of individuals in societies around the world are affected by this phenomenon, and therefore the contents of their opinions should be explored. It is true that a comprehensive two-wave study exploring U.S. public attitudes toward globalization was conducted by the *Program on International Policy Attitudes* in 2000 and 2004, but additional research that explores public attitudes toward economic globalization within the U.S.A., and within other countries around the world, is sorely needed.

Other relevant questions surround the extent to which the attitudes of various demographic groups are taken into account when policies that affect the global economy are considered. For example, how well do global and regional policy-making institutions understand and consider the perspectives of analysts' from various disciplinary backgrounds such as anthropologists, economists, environmental scientists, and sociologists? Moreover, how well do these policy-making institutions understand and reflect upon the perspectives of the citizens on behalf of whom they supposedly are making policy decisions? Considering the scant amount of research devoted to eliciting the perspectives of various demographic groups toward the global economy and related issues, it is unlikely that a sufficient variety of perspectives are adequately understood or seriously considered within the policy-making circles that shape economic globalization.

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Appendices

Appendix A: Introductory Email to Potential Survey Participants

Dear faculty member,

As a student in the Master's of Sociology Program at Eastern Michigan University, I am beginning to conduct research for my Master's Thesis that explores faculty attitudes toward four features of modern economic globalization.

I would very much appreciate your participation on my online survey, which generally takes between four and eight minutes to finish, and can be found at the following address:

https://www.surveymonkey.com/s.aspx?sm=Ipfq4Xut3ch4RPDiZjEt_2bg_3d_3d (you may need to copy and paste this link into your browser).

Preceding the online survey is a formal letter of introduction and informed consent. Thank you very much for considering my request.

Sincerely,

Kevin Trepus

Appendix B: Email Reminder to Potential Research Participants

Greetings Faculty,

Last week you received an email invitation to participate in my anonymous online survey about economic globalization. I appreciate the participation I have received thus far, especially since it was given during the summer recess.

If you have not completed the five-minute survey but would like to do so, the online survey and informed consent can be found at the link below. Data collection will end very soon, so if you can find five minutes in the next day or two, I would really appreciate your time.

https://www.surveymonkey.com/s.aspx?sm=Ipf4Xut3ch4RPDiZjEt_2bg_3d_3d

(you may need to copy and paste this link into your browser).

Thank you very much for your consideration,

Kevin Trepus

Graduate Student

Eastern Michigan University

Department of Sociology, Anthropology, & Criminology

ktrepus@emich.edu

Appendix C: Formal Letter of Introduction and Informed Consent

I am a student in the Masters of Sociology Program at Eastern Michigan University (EMU) who would greatly appreciate your participation on the following survey that explores the attitudes of sociology and economics faculty toward certain aspects of economic globalization. The contents of your responses will be analyzed as part of my Master's thesis.

Although my research addresses a complex subject, you are not expected to have any particular expertise about economic globalization prior to taking the survey. The specific aspects of economic globalization it addresses revolve around the appropriate (or inappropriate) use of regulatory measures on the international movement of financial assets/capital, the socio-economic effects associated with the growth of transnational firms, socio-economic and environmental issues related to the implementation of the North American Free Trade Agreement (NAFTA), and the functioning of the International Monetary Fund, World Bank, and World Trade Organization as they relate to international economic and social development.

This survey includes thirteen demographic items (including the consent response below) and seventeen items addressing economic globalization, and on average takes between four and eight minutes to complete. If you choose to participate after reading through this letter, simply click on the "Yes... I wish to begin the survey" option at the end of this document, complete the survey, and press "submit" when you are finished. I will be closing the survey at 5 PM on Thursday June, 19th, so your survey will need to be submitted by that time in order for it to be included among my research data. Once

submitted, your survey will be sent to me in anonymous form via Survey Monkey software. While your identity will be unknown, my analysis of survey participant responses (using multiple regression analysis) will be discussed within my thesis, which will be published by EMU and placed in the institution's thesis archives.

Participation on this survey is completely voluntary and as such, refusal to participate will not result in a penalty of any kind. It is the participant's right to discontinue participation or withhold responses on the survey at any point without providing a reason for doing so.

Again, your participation on this survey is highly appreciated, and your insights will establish a greater understanding of the attitudes of sociology and economics faculty toward aspects of economic globalization, as well as help me become more familiar with the process, challenge, and satisfaction of conducting research. If you wish to receive additional information about the rights of survey participants, or be notified of the results of my research, contact me (Kevin Trepus - ktrepus@emich.edu) or my thesis advisor (Dr. Denise Reiling – dreiling@emich.edu).

This research protocol and informed consent document has been reviewed and approved by the Eastern Michigan University Human Subjects Review Committee for use from 6/1/08 to 5/31/09. If you have questions about the approval process, please contact Dr. Deb de Laski-Smith (734.487.0042, Interim Dean of the Graduate School and Administrative Co-chair of UHSRC, human.subjects@emich.edu).

1. I have voluntarily made the decision to participate in the following survey and have a sufficient understanding of its purpose, as well as a clear understanding of my rights as a survey participant.

Yes, I agree with the statement above, and I wish to begin the survey

No, I wish to exit this survey

Appendix D: Online Survey Template

1. Demographic Information

*Please click on the response category with which you most closely identify.

2. Age:

- Under 35 35 - 49 50 - 64 65 +

3. Gender:

- Male Female

4. Country of Citizenship:

- U.S.A. Other

5. I am currently a (an) _____ ...

- Assistant Professor Associate Professor Full Professor Other

6. in the Department of _____...

- Sociology (or Sociology, Anthropology and Criminology) Economics Other

7. at _____.

- Eastern Michigan University The University of Michigan - Ann Arbor Other
 Michigan State University Wayne State University

8. Please list your formal undergraduate major(s); if you have multiple majors, please include each one.

9. Please list your formal Master's level concentration(s); if you have multiple concentrations, please include each one.

10. Please list your formal Doctoral level concentration(s); if you have multiple concentrations, please include each one.

11. Race/ethnicity with which you most closely identify:

- | | | |
|---|--|--|
| <input type="checkbox"/> White, not of Hispanic origin | <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> Sub-Saharan African |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Multi-ethnic |
| <input type="checkbox"/> Black American, not of Hispanic origin | <input type="checkbox"/> North African or Middle-Eastern | <input type="checkbox"/> Other |

12. Political party with which you most closely identify:

- | | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Libertarian | <input type="checkbox"/> Democrat | <input type="checkbox"/> Socialist |
| <input type="checkbox"/> Republican | <input type="checkbox"/> Green Party | <input type="checkbox"/> Other |

13. Religious orientation:

- | | | |
|------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Christian | <input type="checkbox"/> Jewish | <input type="checkbox"/> Atheist |
| <input type="checkbox"/> Islamic | <input type="checkbox"/> Hindu | <input type="checkbox"/> Other |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Agnostic | |

II. Capital Controls and the International Movement of Financial Assets

In recent decades, capital controls, which are taxes or restrictions placed on the movement of financial assets (i.e. the movement of stocks, bonds, and capital investments, including those related to currency exchange speculation) in and out of a given country's economy, have been reduced or dismantled on a global scale. The economic and social effects of capital control reduction are a subject of controversy among analysts, particularly as they relate to "developing" countries (i.e. those that are not among the fifty most highly developed countries according to the United Nations' Human Development Index).

*Using your concept of what constitutes healthy economic functioning within "developing" countries (defined above), please indicate the response that most closely resembles your attitude toward each aspect of capital control removal (defined above) described below.

14. The EXTENT to which capital controls (defined above) have been removed in "developing" countries (defined above) over the past quarter-century has generally been:

Too large About right Too small No strong opinion

15. The PACE at which capital controls have been removed in "developing" countries over the past quarter-century has generally been:

Too fast About right Too slow No strong opinion

III. The Growth of Transnational Firms

Over the past quarter-century an increase has occurred in the proportion of industry owned by transnational firms (i.e. for-profit enterprises that have substantial production or sales operations and/or major stock-holders in 2 or more countries). However, controversy surrounds whether this increase has been primarily beneficial or detrimental as it relates to the economic functioning of “highly developed” countries (i.e. the fifty most highly developed countries according to the United Nations’ Human Development Index) and “developing” countries (i.e. countries that are not among the fifty most highly developed according to the Human Development Index).

*Using your concept of what healthy economic functioning constitutes in “highly developed” countries and “developing” countries, please indicate how much you agree or disagree with the following statements about this issue.

16. Within “HIGHLY DEVELOPED” countries, the increased ownership of industry (including agricultural, commercial, or manufacturing sectors) by transnational firms has generally been more socio-economically beneficial than harmful to society as a whole.

Strongly agree Agree Disagree Strongly disagree No strong opinion

17. Within “DEVELOPING” countries, the increased ownership of industry (including agricultural, commercial, or manufacturing sectors) by transnational firms has generally been more socio-economically beneficial than harmful to society as a whole.

Strongly agree Agree Disagree Strongly disagree No strong opinion

IV. The North American Free Trade Agreement (NAFTA)

In recent years, several controversial free trade agreements have been enacted that reduce or eliminate protectionist trade measures and grant special trading privileges to the participating countries. The North American Free Trade Agreement (NAFTA) is one such arrangement; its socio-economic consequences on various sectors of the population in North America are a subject of dispute.

*Please indicate how beneficial or detrimental you believe the socio-economic effects of NAFTA have been on the following populations:

18. Inhabitants (legally or illegally living in the country) of the U.S.A. whose education levels (and/or vocational training) are in the LOWER THIRD of all persons living in the U.S.A. and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

19. Inhabitants of the U.S.A. whose education levels are in the MIDDLE THIRD of all persons living in the U.S.A. and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

20. Inhabitants of the U.S.A. whose education levels are in the UPPER THIRD of all persons living in the U.S.A. and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

21. Inhabitants (legally or illegally living in the country) of MEXICO whose education levels (and/or vocational-training) are in the LOWER THIRD of all persons living in Mexico and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

22. Inhabitants of MEXICO whose education levels are in the MIDDLE THIRD of all persons living in Mexico and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

23. Inhabitants of MEXICO whose education levels are in the UPPER THIRD of all persons living in Mexico and their financial dependents

Highly beneficial Beneficial Detrimental Highly detrimental No strong opinion

* Please indicate how much you agree or disagree with the following statements about NAFTA's environmental and labor provisions.

24. NAFTA includes adequate provisions for the protection of the environment.

Strongly agree Agree Disagree Strongly disagree No strong opinion

25. In general, NAFTA's environmental protection measures have been adequately ENFORCED.

Strongly agree Agree Disagree Strongly disagree No strong opinion

26. NAFTA includes adequate provisions for protecting the rights of laborers.

Strongly agree Agree Disagree Strongly disagree No strong opinion

27. In general, NAFTA's labor protection measures have been adequately ENFORCED.

Strongly agree Agree Disagree Strongly disagree No strong opinion

V. The World Bank, International Monetary Fund, and World Trade Organization

The effects of the World Bank, International Monetary Fund (IMF), and World Trade Organization (WTO) on global socio-economic development are controversial.

*Please indicate how much you agree or disagree with the following statements related to this issue.

28. Over the past quarter-century, the World Bank has been a primarily beneficial force in aiding healthy socio-economic development within “developing” countries (i.e. countries that are not among the fifty most highly developed according to the Human Development Index).

Strongly agree Agree Disagree Strongly disagree No strong opinion

29. Over the past quarter-century, the IMF has been a primarily beneficial force in aiding healthy socio-economic development within “developing” countries.

Strongly agree Agree Disagree Strongly disagree No strong opinion

30. In general, the WTO does a good job balancing the economic interests of less privileged groups (poor and middle-income individuals, as well as “highly developed” countries), with those of more privileged groups (wealthy individuals, as well as “highly developed” countries).

Strongly agree Agree Disagree Strongly disagree No strong opinion

Thanks a lot! I really appreciate your input!

